



Lexington Independent School District

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Agenda - Board of Trustees Board of Trustees – Lexington ISD July 18, 2016 - 6:00 PM Official Agenda

A Board of Trustees of the Board of Trustees of the Lexington Independent School District will be held on July 18, 2016, beginning at 6:00 PM in the Administration Building of the Lexington Independent School District at Lexington, Texas.

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice.

1. Call to Order 3
2. Public Comment
Any interested citizen may use not more than three minutes to present any subject that may affect the school district. However, if the subject is not on the agenda, no action can or will be taken. Delegations of five or more shall appoint one person to present their view before the board.
3. Consent Agenda (Action)
 - a. Minutes of Previous Meetings 8
 - b. Board Financial Report-Revenues and Expenditures 12
 - c. Quarterly Investment Report 25
 - d. Budget Amendments 29
 - e. Student Handbooks 30
 - f. Employee Handbook 327
 - g. Transfer Students 397
4. Construction Update
5. Delinquent Tax Report
 - a. Presenter: Rashay Chapa, Attorney, Linebarger, Goggan, Blair & Sampson, LLP
6. TASB HR Services Pay Systems Review
 - a. Presenter: Zach Hobbs, TASB HR Services 399

7. 2016-2017 Student Code of Conduct	400
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18. Superintendent's Report	

If during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E or Government Code Section 418.183(f). Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting. [See BEC (LEGAL)]

This notice was posted in compliance with the Texas Open Meetings Act on July 14, 2016 3:00pm.

For the Board of Trustees

NOTES

To: Board of Trustees
From: Brad Schnautz, Superintendent of Schools
Date: July 14, 2016

Good Day Trustees,

Please see the executive board summary below for our Regular Board Meeting on Monday, July 18, 2016.

Item 1 – Call to Order

Item 2 – Public Comment

Item 3 – Consent Agenda

Please find attached the consent agenda which includes the Board financial and quarterly investment reports. Feel free to contact myself or Kathy with any questions regarding the financial reports.

In addition, please find attached the budget amendment #3, which is increasing the maintenance budget for the unexpected bat abatement throughout the year in the band hall and APK gym. Also, we had to purchase the transformers back in the fall to accommodate the electrical demands of the new high school. Last, we are replacing the 15 year-old carpet in 9 classrooms of the 3-5 building at LES with tile. These costs are reflected in the comment boxes on the budget amendment spreadsheet.

Please find attached the 2016-17 campus student handbooks along with the 2016-17 LISD employee handbook for your review. All revisions are noted in red or yellow highlights.

Last, please find attached an updated roster of our transfer students for the 2016-17 school year.

Item 4 – Construction Update

I will give an update on the high school project. We will have representatives from Collier here on Monday night to answer any questions as well. In addition, we can coordinate the next date/time for us to conduct another walkthrough as a team.

Item 5 – Delinquent Tax Report

Rashay Chapa, our delinquent tax attorney for Linebarger, Goggan, Blair & Sampson, LLP, will be here to give a brief presentation and update on our delinquent tax collections. This is who hosted us for dinner at The Tower in San Antonio during SLI a few weeks back.

Item 6 – TASB HR Services Pay Systems Review

Zach Hobbs with TASB HR Services will be here to give a presentation on what their comprehensive compensation systems review entails. As mentioned in 6.2 of our Year 1 Specific Results in the LISD Strategic Design Plan, this is the preliminary step in having a third party conduct a thorough review of our current compensation systems and offer recommendations for improvement in moving forward when pertaining to our employee pay schedules, stipend schedules, HR procedures, etc. You can find the quote that I received for a TASB comprehensive pay systems review along with the deliverables for Lexington ISD.

Item 7 – Student Code of Conduct

Please find attached the 2016-17 Student Code of Conduct. This was modeled by the TASB model student code of conduct that reflects all legal and legislative revisions each year. The revisions will be noted in red font.

I recommend approval.

Item 8 – Action to Call Meeting for the Purpose of Adoption of the 2016-17 Budget and Tax Rate

Law requires that the Board formally set the meeting date for the purpose of the adoption of the 2016-17 budget and tax rate. We will be publishing a Truth in Taxation notice of this public meeting in the Lexington Leader using data from the certified appraisal estimate later this month.

Sample motion:

“I move that the Board call a public meeting on Monday, August 29th to discuss the proposed LISD 2016-17 budget and tax rate.”

Item 9 – District Contribution to Employee Health Insurance

Policy CRD(LOCAL) states, *“the Board annually shall determine the District’s contribution to employee health insurance premiums as part of the budget development and adoption process.”*

Attached, please find our contribution to Employee Health Insurance.

I recommend approval.

Item 10 – ESC XIII & XX Service Contracts

Attached, please find my recommendation for Region 13 & Region 20 Service Center contracts.

I recommend approval.

Item 11 – Budget Workshop

Please find attached the most recent fund function worksheet showing the projections for the 2016-17 budget along with the allocations by function for 2015-16 (in purple). This worksheet includes the step + 1% increase in salaries for all employees. We will discuss this on Tuesday night.

Item 12 – Consideration and Possible Action on Employee Stipends

As we discussed in June, the 2016-17 proposed stipend list is on the July agenda for approval. Revisions have been made to reflect the direction of the discussion in our June meeting.

I recommend approval.

Item 13 – Consideration and Possible Action on Employee Salaries

Please see attached salary schedule spreadsheet showing the salary steps for the teachers, counselors, librarians, Nurse (RN) illustrating the impact of a step + a 1% increase. You can also see the total impact of an across-the-board step plus 1% increase for all employees, which will be \$56,395.

We will provide a copy of the salary schedules for all other employee groups at your places on Monday night.

I recommend approval of the step plus 1% increase for all employees for the 2016-17 school year.

Item 14 – Discuss and Consider Superintendent’s Salary

As mentioned in January, the Board would wait to discuss/consider superintendent’s salary for the 2016-17 year until employee consideration.

Item 15 – Consider and Approve Revisions top DNA(LOCAL) & DNB(LOCAL)

As I have previously mentioned, the state is moving away from the previous teacher appraisal system of PDAS and has adopted the Texas Teacher Evaluation and Support System (TTESS). These revised policies reflect this move to the TTESS system as our administrators are TTESS certified and will utilize this new appraisal system for teacher evaluation in 2016-17. We have had DNA(LOCAL) and DNB(LOCAL) already in place, we are just approving the policies to be revised. Please find these policies attached, which have been revised under the guidance of TASB.

I recommend approval.

Item 15 – Employment of Personnel

I have attached the information for the recent hires that have been made within the last week to fill the remaining positions in our district.

Item 16 – Board Agenda for August Regular Meeting (Review)

Attached are the proposed items for future board meetings. Please let Mr. Sanders or myself know if you would like to add any additional items.

Item 17 – Superintendent’s Report

I will give an update on our additional maintenance/construction projects. I will also discuss our Pre-K Grant that we have been awarded by TEA and how this will impact our Pre-K students.

Have a great rest of your week and a relaxing weekend.

Brad Schnautz

TUESDAY JUNE 28, 2016 - 7:30AM

Present: Scott Sanders, Board President, Dr. Brad Schnautz, Superintendent, Mike Hess, Shannon Patschke, Dave Roussel, Kathy Dube, Curtis Patschke, Mike Collier, Ken Burch, Wesley Hamlet, Renee Dodd,

Board member(s) absent: Riza Cooper, Stacey Stampport, Dr. Mark Strain

CALL TO ORDER

Scott Sanders called the meeting to order at 7:30 am and declared that a quorum was present.

DISCUSS AND CONSIDER RESOLUTION REGARDING PROVIDING OR MODIFYING THE LOCAL OPTION HOMESTEAD EXEMPTION

Dr. Schnautz shared a letter from TEA. Last summer the LISD Board of Trustees repealed the Local Option Homestead Exemption. Since then we have received correspondence from the Attorney General stating that per SB1, this wasn't the intent for districts to repeal the Local Option. A document was provided that showed other districts that repealed the Local Option Homestead Exemption. Our Attorneys are recommending that we don't do anything at this point in time, that we leave it as it is.

CONSTRUCTION UPDATE

Dr. Schnautz discussed the progress of the construction. Collier Construction has provided a revised timeline. Dr. Schnautz and Mr. Sanders toured the building the previous Friday and a tremendous amount of progress has been made inside the building. Discussed if the building will be finished by the time school starts. Dr. Schnautz stated he has confidence that the building will be done. The topic of delaying the start of school was discussed as a contingency plan.

Meeting Adjourned at 8:23 AM.

Scott Sanders, President

Shannon Patschke, Secretary

July 18, 2016

Date Approved

BOARD OF TRUSTEES – REGULAR MEETING – LEXINGTON ISD – CENTRAL OFFICE CONFERENCE ROOM
MONDAY JUNE 14, 2016 6:00 P.M.

Present: Scott Sanders, Board President, Dr. Brad Schnautz, Superintendent, Mike Hess, Shannon Patschke, Stacey Stamport, Dr. Mark Strain, Dave Roussel, Riza Cooper, William Paul, Ms. Sarah Garrison, Lynette Brown, Kathy Dube, Curtis Patschke, Kathy Bricker, Dr. Waddell, Wanda Townsend, Rebecca French, Michelle Lockhart, Merry Allert, Belinda Robertson, Janet Campbell, Phillip Eberz, Terrence McClendon, Kendra Wolf, Traci Ricketson, Renee Dodd

Absent:

CALL TO ORDER

Scott Sanders, Board President called the meeting to order at 6:00 pm and declared that a quorum was present.

PUBLIC COMMENT

None

CONSENT AGENDA

Minutes of the regular meeting of April 18, 2016 were reviewed. A change was recommended to the information under the Superintendent's Report concerning the Strategic Design Meeting information. Board Financial Report – Revenues and Expenditures and Transfer Students were reviewed. Motion made by Stacey Stamport, seconded by Shannon Patschke to accept the consent agenda with the revision to the minutes under Superintendent's Report. Motion carried 7-0.

LISD STRATEGIC DESIGN PRESENTATION

Dr. Schnautz presented a copy of the strategic design brochure containing the District's Call to Action, our Beliefs, our Learner Profile, our Goals and Specific Results, and the Specific Results outlined in Year 1. Representatives from the Design Team presented a PowerPoint and also discussed the Beliefs, Goals and Specific Results. Dr. Waddell suggested that some people from the Design Team present at TASB or the Midwinter conference. He stated that we had as many people participate as larger districts in the process. Scott Sanders thanked everyone that participated.

Break @ 6:46

Reconvene @ 6:59

HB 5 COMMUNITY AND STUDENT ENGAGEMENT RESULTS FOR 2015-2016

HB 5 requires each district to evaluate the district's performance and the performance of each campus in the district on community and student engagement (8 factors) and in policy compliance (1 factor). Ms. Rebecca French presented the information results and feedback. The overall LISD Rating was Recognized.

CONSTRUCTION UPDATE

Dr. Schnautz gave a construction update. Collier Construction started the re-model on the West Main on June 6, 2016. The Auction was held on June 11, 2016 and we had a great turnout. The power will be off on June 14, 2016, and the demo should start the week of June 20, 2016 on the East Main. Collier Construction has reassured us that we will be in the building on time. It was asked, what if the building isn't ready? Options such as the YAC or the Methodist Fellowship Hall, as well as borrow portables from Taylor ISD were mentioned as options for contingency plans. It was also asked, can we delay school if possible? Dr. Schnautz is looking into those options. Collier Construction has proposed giving us a new timeline. Dr. Schnautz will be talking to Mike Collier and will give an update this week.

BUDGET WORKSHOP

Dr. Schnautz presented an updated Fund Function Worksheet showing the projections for the 16-17 budget.

CONSIDERATION AND POSSIBLE ACTION ON EMPLOYEE STIPENDS

Dr. Schnautz presented the stipend list.

Closed session @ 8:31 to discuss employee stipends.

Open Session @ 8:54

Motion made by Stacey Stamport, seconded by Mike Hess to postpone the action on Employee Stipends. Motion Carried 7-0.

CONSIDERATION AND POSSIBLE ACTION ON EMPLOYEE SALARIES

Dr. Schnautz presented the schedules for all employee groups in LISD.
No Action Taken.

CONSIDERATION AND POSSIBLE ACTION ON SCHOOL HEALTH ADVISORY COUNCIL (SHAC) RECOMMENDATIONS FOR 2016-2017

Dr. Schnautz discussed the SHAC Program and presented an annual report. Mrs. Kathy Bricker discussed the Sex Education Programs for each campus. LES has the program Always Changing, it is for 4th and 5th grade students and boys are talked to separately. LMS has the program, Draw the Line/Respect Line. LHS has the Parenting and Paternity Awareness (PAPA) and Big Decisions. Parents can opt out of these programs. Motion made by Riza Cooper and seconded by Stacey Stamport to adopt the proposed sex education curriculums for each campus as presented for the 2016-17 school year. Motion carried 7-0.

CONSIDERATION AND POSSIBLE ACTION ON LES HVAC REPLACEMENT

Dr. Schnautz presented the information for the replacement of the HVAC units on the LES K-2 buildings through the SECO small school district loan program. We conducted a competitive sealed bid process that concluded on Monday June 13, 2016. One bid was received from ACHS Inc. for \$134,915.00.

Motion made by Dr. Mark Strain and seconded by Riza Cooper to approve the LES K-2 HVAC replacement project not to exceed the amount of \$134,915.00 with ACHS Inc. and authorize the Superintendent to execute the contract for this project. Motion carried 7-0.

EMPLOYMENT OF PERSONNEL

Dr. Schnautz recommends the following contracts.

Katelyn Morgan as Special Ed. Inclusion Teacher at the Middle School plus Coach, Jennifer Cross as Agribusiness Instructor, Kellye Carter as Teacher only, Courtney Nuckols as English Teacher. Also, we will be hiring Sharon Bradford as LVN at LES.

Motion made by Stacey Stamport and seconded by Riza Cooper to approve Katelyn Morgan having a 10 month + 15 day dual probationary contract, Jennifer Cross having a 12 month probationary contract, Kellye Carter having a 10 month teacher only contract, and Courtney Nuckols having a 10 month teacher only probationary contract. Motion carried 7-0.

AUTHORITY FOR SUPERINTENDENT TO HIRE PERSONNEL

Dr. Schnautz asked for authority to hire personnel during the summer months. This authority has been given in the past, which allows employees to be hired without having to be approved at a regular or special called meeting. Motion made by Stacey Stamport and seconded by Mike Hess to give the Superintendent authority to hire personnel during the summer months. Motion carried 7-0.

BOARD AGENDA FOR JULY REGULAR MEETING (REVIEW)

Dr. Schnautz presented the proposed items for the July meeting. Our next meeting will be July 18. Add to agenda, Employee Stipends and Salary Schedules.

SUPERINTENDENT'S REPORT

Dr. Schnautz gave a summer school report. Last day for summer school is 6/22/16. TEA sent out a notice that there will be no 5th and 8th grade retest for STAAR. The asphalt at the track has been poured. Concrete in front of the visitors section is being poured on 6/15/16. During the week of 7/4/16 the track will be resurfaced, it will cure for 10 days and then it will be striped. By the end of July, the track should be completed.

Meeting Adjourned at 9:35 pm

Scott E. Sanders, President

Shannon Patschke, Secretary

July 18, 2016

Date Approved

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
079347	06-03-2016	ALAMO DISTRIBUTION, L	150532	1357729700	199-11-6399.93-001-622000	new band saw	3,648.69	N
079348	06-03-2016	GE Money Bank/Amazon	150810	6763	199-11-6399.75-041-611000	Science Supplies	89.57	N
			150867	6763	199-11-6399.75-041-611000	PO Created by Req: 056890	125.99	N
			150840	6763	199-11-6399.93-001-622000	Floral Design	89.80	N
			001286	6763	199-41-6399.00-750-699000	central office	103.78	N
			001286	6763	199-41-6399.00-750-699000	central office	17.90	N
			001286	6763	199-53-6399.01-999-699012	tech supplies	76.01	N
Totals for Check 079348							503.05	
079349	06-03-2016	Bastrop Central Appraisal	001281		199-99-6213.01-999-699000	quarterly pmts`	44.17	N
079350	06-03-2016	Centex Recognition	150952	10868	199-23-6499.98-001-622000	BPA	108.00	N
079351	06-03-2016	CTRMA PROCESSING	001277	16329072	199-34-6499.00-999-699000	tollway charges tx1171868	2.46	N
079352	06-03-2016	DELL MARKETING L.P.	150800	xjx946m89	199-53-6399.01-999-699012	Replacements	1,462.95	N
079353	06-03-2016	FLINN SCIENTIFIC INC.	150936	1976011	199-11-6399.75-001-611000	Science Supplies	83.13	N
079354	06-03-2016	Garrison, Heather	001289	basketball camp	461-11-6399.99-999-699000	basketball camp	300.00	N
079355	06-03-2016	Quinton Powell	001279	54916	199-51-6219.01-999-699040	pest control - may	244.00	N
079356	06-03-2016	HANDS-ON TASKS, INC.	150927	5201	199-21-6399.00-999-623000	LMS Student use	45.95	N
			150927	5201	224-11-6399.00-041-623000	LMS Student use	358.47	N
Totals for Check 079356							404.42	
079357	06-03-2016	HENGST/GRAFTEX INC.	150989	35324	199-41-6399.00-701-699000	Retirement Plaque	50.00	N
079358	06-03-2016	Herff Jones Inc	150230	769844	199-11-6499.80-001-699000	High School Diplomas	633.47	N
			150230	771790	199-11-6499.80-001-699000	High School Diplomas	406.06	N
Totals for Check 079358							1,039.53	
079359	06-03-2016	KASPER, GLENDA	001284	#7	199-11-6219.02-001-623000	hs ot services	214.80	N
			001284	#7	199-11-6219.02-041-623000	ms ot services	214.75	N
			001284	#7	199-11-6219.02-101-623000	elem ot services	1,364.45	N
Totals for Check 079359							1,794.00	
079360	06-03-2016	Lexington Athletic Assoc.	001288	laa	461-11-6399.99-999-699000	juvenile justice	125.00	N
			001288	laa	461-11-6399.99-999-699000	thorndale	60.00	N
			001288	laa	461-11-6399.99-999-699000	juvenile justice	54.00	N
Totals for Check 079360							239.00	
079361	06-03-2016	The Lexington Leader	150955	Elementary	199-12-6399.00-101-699000	Newspaper subscription	40.00	N
			150956	Middle School	199-12-6399.00-999-699012	Newspaper subscription	40.00	N
Totals for Check 079361							80.00	
079362	06-03-2016	MSB	001276	57106	199-41-6219.00-750-699000	medicaid admin	85.58	N
			001280	52528	199-41-6219.00-750-699000	medicaid admin	90.38	N
			001280	53664	199-41-6219.00-750-699000	medicaid admin	79.17	N
			001280	55953	199-41-6219.00-750-699000	medicaid admin	3.59	N
			001280	56720	199-41-6219.00-750-699000	medicaid admin	1.43	N
Totals for Check 079362							260.15	

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
079363	06-03-2016	NAPA TIRE & AUTO SUP	001283	579343	199-34-6319.04-999-699000	bus barn parts	95.82	N
			001283	579641	199-34-6319.04-999-699000	bus barn parts	135.45	N
			001283	580429	199-34-6319.04-999-699000	bus barn parts	30.59	N
			Totals for Check 079363					
079364	06-03-2016	OFFICE DEPOT	150492	836260481001	199-11-6399.00-001-699000	Supplies	602.97	N
			150492	839342746001	199-11-6399.00-001-699000	Supplies	17.91	N
			Totals for Check 079364					
079365	06-03-2016	QUILL CORPORATION	001282	6147570	199-53-6399.01-999-699012	supplies - s iselt	23.27	N
079366	06-03-2016	SCHNEIDER, JENNIFER	150741	meals	199-41-6411.00-750-699000	TASBO Mileage & Meals	88.00	N
079367	06-03-2016	TX Assoc of Comm School	001278	16/17 school yr	199-41-6495.04-720-699000	16-17 membership	510.00	N
079368	06-03-2016	The Brokerage Store, Inc	001275	16-17 school yr	199-36-6429.06-999-691000	student athletic insurance	14,362.00	N
079369	06-03-2016	Tx Foreign Language	150887	D. Goerner	199-13-6411.01-001-699000	Summer Staff Development	150.00	N
079370	06-03-2016	U.S. Bank	001287	427572	599-71-6599.00-000-600000	admin fee	400.00	N
079371	06-03-2016	Woodson Lumber Co. Inc	001285	40169	199-11-6399.75-001-611000	science supplies	85.85	N
			001285	40169	199-11-6399.93-001-622000	ag supplies	92.77	N
			001285	40169	199-34-6319.04-999-699000	trans supplies	240.61	N
			001285	40169	199-36-6399.31-999-691000	athletic supplies	11.99	N
			001285	40169	199-51-6316.00-999-699040	maint supplies	369.03	N
			001285	40169	199-53-6399.01-999-699012	tech supplies	5.57	N
			Totals for Check 079371					
079372	06-09-2016	ACCENT TROPHY	150917	3205	199-36-6499.51-001-699000	Awards	282.50	N
079373	06-09-2016	AMERICAN EXPRESS	001300	901018	199-11-6399.17-001-699000	HS Copy Paper	330.00	N
			001300	901018	199-11-6399.17-041-699000	MS Copy Paper	330.00	N
			001300	901018	199-11-6399.17-101-699000	ES Copy Paper	330.00	N
			001301	901018	199-11-6399.75-041-611000	MS Science Supplies	147.87	N
			150842	0901018	199-11-6399.91-001-622000	EMT Moving Supplies	162.00	N
			150813	5384235	199-11-6399.91-001-622001	Storage Cabinets	979.18	N
			001300	901018	199-41-6411.00-701-699000	TASB - SLI - Schnautz	375.00	N
			001300	901018	199-41-6413.00-702-699000	TASB - SLI - 5 Board Members	1,875.00	N
			150846	901018	199-41-6499.00-701-699000	Drinks for Design Team	45.04	N
Totals for Check 079373						4,574.09		
079374	06-09-2016	Atmos Energy	001294	3031514109	199-51-6259.05-999-699000	Meter #044001710	246.00	N
			001294	3031514529	199-51-6259.05-999-699000	Meter #006207046	61.18	N
			001294	006019259	199-51-6259.05-999-699000	Meter #006019259	95.12	N
Totals for Check 079374						402.30		
079375	06-09-2016	Channing Bete Company	150958	53174490	199-11-6399.91-001-622000	EMT Supplies	811.18	N
079376	06-09-2016	Cintas Corp #86	001297	acct #086-06566	199-34-6299.01-999-699000	Uniforms/Shop Towels	211.72	N
			001297	acct #086-06566	199-51-6299.CJ-999-699000	Terry Towels	2,455.68	N
			001297	acct #086-06566	240-35-6299.00-999-699000	Bib Aprons	169.60	N
Totals for Check 079376						2,837.00		

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
079377	06-09-2016	COCA COLA ENTERPRIS	001309	6091128213	240-35-6341.00-999-699000	HS/MS Cafe	345.60	N
079378	06-09-2016	COUNTRY GREEN HOUS	001306	49647	199-41-6499.07-750-699000	Teacher of the Year/Retirement	71.24	N
079379	06-09-2016	Dodd,Renee	001308	34 miles	199-41-6411.00-750-699000	Mileage to giddings	19.00	N
			001308	34 miles	199-41-6411.00-750-699000	Mileage to giddings	19.00	N
Totals for Check 079379							38.00	
079380	06-09-2016	Region XIII	150612	206373	199-11-6499.00-101-621000	LISD GT Program Review	2,000.00	N
			150862	206510	199-13-6239.00-999-699000	Workshop	20.00	N
			150885	206513	199-13-6239.00-999-699000	Workshops	20.00	N
			150885	206514	199-13-6239.00-999-699000	Workshops	20.00	N
			150885	206512	199-13-6239.00-999-699000	Workshops	20.00	N
			150885	206511	199-13-6239.00-999-699000	Workshops	20.00	N
Totals for Check 079380							2,100.00	
079381	06-09-2016	FLOWERS BAKING CO.	001303	acct# 40079077	240-35-6341.00-999-699000	HS Food	53.40	N
			001303	acct# 40079077	240-35-6341.00-999-699000	ES Food	85.25	N
Totals for Check 079381							138.65	
079382	06-09-2016	Fourth Street Bakery	001298	50	199-41-6499.00-701-699000	Cupcakes - EOY Lunch	150.00	N
079383	06-09-2016	FRIENDS OF TX PUBLIC	001312	16/17 School yr	199-41-6495.10-750-699000	Annual Membership	300.00	N
079384	06-09-2016	GARRISON, SARAH	150993	reimburse	199-23-6499.01-001-699000	Reimbursement	80.00	N
079385	06-09-2016	Gulf Coast Paper Co Inc	001311	1133408	240-35-6341.00-999-699000	Non Food Items - HS Cafe	294.92	N
			001311	1133407	240-35-6341.00-999-699000	Non Food Items - Elem Cafe	68.47	N
Totals for Check 079385							363.39	
079386	06-09-2016	HARDEN, KIMBERLY CT	001292		224-11-6219.01-001-623000	HS Vision Services	332.50	N
			001292		224-11-6219.01-001-623000	HS Vision Services	353.32	N
			001292		224-11-6219.01-101-623000	Elem Vision Services	332.50	N
			001292		224-11-6219.01-101-623000	Elem Vision Services	353.31	N
Totals for Check 079386							1,371.63	
079387	06-09-2016	HOUGHTON MIFFLIN HA	150942	952284653	199-11-6321.00-101-699000	16/17 School Year	3,077.00	N
079388	06-09-2016	LABATT FOOD SERVICE	001305	acct# 366722	240-35-6341.00-999-699000	Food Items Elem	4,065.11	N
			001305	acct# 280860	240-35-6341.00-999-699000	Food Items HS	4,736.69	N
			001305	acct# 366722	240-35-6342.00-999-699000	Non Food Items Elem	546.49	N
			001305	acct# 280860	240-35-6342.00-999-699000	Non Food Items HS	317.21	N
Totals for Check 079388							9,665.50	
079389	06-09-2016	LEESURE LANES	150954	160517962	461-12-6399.11-101-699000	Bluebonnet trophies	150.00	N
079390	06-09-2016	MATERA PAPER COMPA	150987	h285958	199-51-6315.CJ-999-699000	PO Created by Req: 057010	592.90	N
			150920	h281046	199-51-6315.CJ-999-699000	Supplies	1,972.77	N
			150854	h279198	199-51-6315.CJ-999-699000	cleaning supplies	4,060.30	N
			150854	h279197	199-51-6315.CJ-999-699000	cleaning supplies	7,367.67	N
Totals for Check 079390							13,993.64	
079391	06-09-2016	Borden Dairy	001302	# 16869/167931	240-35-6341.00-999-699000	EIEm Milk Products	1,347.74	N
			001302	# 16869/167930	240-35-6341.00-999-699000	HS Milk Products	1,028.36	N
Totals for Check 079391							2,376.10	

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079392	06-09-2016	MSB	001290	57482	199-41-6219.00-750-699000	TX SHARS Medicaid Admin	3.64	N
079393	06-09-2016	Music in Motion	150902	00521669	199-36-6499.51-001-699000	Awards	140.56	N
			150902	00522355	199-36-6499.51-001-699000	Awards	11.90	N
			Totals for Check 079393				152.46	
079394	06-09-2016	O'BRIEN MEATS	001307	259388	199-41-6399.00-702-699000	Step Challenge Lunch	87.80	N
079395	06-09-2016	OFFICE DEPOT	150947	839343623001	199-11-6399.00-001-699000	Moving Materials	537.30	N
079396	06-09-2016	PEARSON /PRENTICE H	150922	10721821	199-11-6399.01-999-699000	Dyslexia Testing	1,144.50	N
079397	06-09-2016	PETERSON'S FOOD MA	001310	#127	199-11-6399.93-001-622000	Animal Science Supplies	11.84	N
			001310	#135	199-34-6311.02-999-699000	Transportation	26.16	N
			001310	#134	199-41-6499.00-701-699000	Central Office Supplies	25.36	N
			001310	#139	240-35-6341.00-999-699000	Cafeteria	84.72	N
			001310	#137	240-35-6341.00-999-699000	Elementary Cafe	67.73	N
			Totals for Check 079397				215.81	
079398	06-09-2016	PORTER, TERYL	001291	#4	224-11-6219.01-101-623000	Consult/Evaluation -Elementary	185.00	N
079399	06-09-2016	QUILL CORPORATION	150816	5374875	199-23-6399.80-001-699000	Supplies	41.98	N
			150816	5435086	199-23-6399.80-001-699000	Supplies	16.14	N
			150986	6147650	199-36-6399.31-999-691000	Office supplies	118.83	N
			150986	6168949	199-36-6399.31-999-691000	Office supplies	183.57	N
			150986	6207238	199-36-6399.31-999-691000	Office supplies	53.01	N
			Totals for Check 079399				413.53	
079400	06-09-2016	Sam's Club/GECF	150817	375	199-41-6399.00-702-699000	Engage to Learn	262.65	N
			001293	375	461-11-6399.99-999-699000	Senior Class Trip	668.69	N
Totals for Check 079400				931.34				
079401	06-09-2016	SCARMARDO	001304	acct# 11746	240-35-6342.00-999-699000	Food Items - Elementary	394.59	N
			001304	acct# 11745	240-35-6342.00-999-699000	Food Items - High School	453.26	N
Totals for Check 079401				847.85				
079402	06-09-2016	SCHNEIDER, JENNIFER	001296	72.4 miles	199-41-6411.00-750-699000	Mileage Reimb-TRAQS Training	39.10	N
079403	06-09-2016	THE SECRET GARDEN	150995	9510	199-23-6499.01-001-699000	Graduation Flowers	315.00	N
079404	06-09-2016	Texas Rural Ed Assn	001313	1	199-41-6495.06-720-699000	TREA District Membership Fee	500.00	N
079405	06-09-2016	Thorn Music Center	150919	r55721	199-11-6299.51-001-699000	Repairs	108.00	N
079406	06-09-2016	TX DEPT OF PUBLIC	001299	CR91329	199-41-6499.00-701-699000	Clearinghouse Record Retrieval	5.00	N
079407	06-09-2016	WALMART	150806	7801	199-11-6399.75-041-611000	Lab Supplies	35.91	N
			150839	7807	199-11-6399.84-041-611000	World Geo. Project Supplies	13.06	N
			150825	7807	199-11-6399.93-001-622000	Floral Design	169.51	N
			150894		199-11-6399.96-001-611000	Fiesta Cinco de Mayo.	52.11	N
			001295	7803	199-36-6399.31-999-691000	Storage Totes - Ath. Office	99.61	N
			001295	7178	749-36-6343.00-999-699000	Concession Stand	34.05	N
			Totals for Check 079407				404.25	
079408	06-09-2016	WEISER, CANDICE	150883	reimburse	199-31-6399.41-041-699000	Career Day Lunch	34.42	N

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079409	06-09-2016	COLLIER CONSTRUCTIO	001314	Payment #9	615-81-6629.CC-001-699002	New High School Construction	679,033.56	N
079410	06-10-2016	Pitney Bowes Reserve	001316	acct# 36135010	199-11-6399.15-001-699000	HS Postage	250.00	N
			001316	acct# 36135010	199-11-6399.15-041-699000	MS Postage	250.00	N
			001316	acct# 36135010	199-11-6399.15-101-699000	Elem Postage	250.00	N
			001316	acct# 36135010	199-41-6399.04-720-699000	CO & BO postage	250.00	N
Totals for Check 079410							1,000.00	
079411	06-10-2016	ROUND TOP STATE BAN	001315	Silent Auction	749-00-1152.00-000-600000	Silent Auction Start Up	500.00	N
079412	06-15-2016	AAA Fire & Safety Equip	001328	278975	199-51-6219.00-999-699040	annual fire ext inspection	346.00	N
079413	06-15-2016	AirGas USA, LLC	001345	9936765695	199-11-6399.93-001-622000	acetylene,argon,oxygen	174.38	N
079414	06-15-2016	Aqua Beverage Co.	001340	10153	199-23-6399.00-041-699000	ms water	42.00	N
			001340	13903	199-33-6399.77-999-699000	nurse water	12.00	N
			001340	14746	199-33-6399.77-999-699000	es nurse water	10.09	N
			001340	14747	199-36-6399.31-999-691000	hs gym water	31.84	N
			001340	10441	199-41-6399.00-750-699000	central admin water	28.34	N
			001340	13993	199-51-6315.CJ-999-699000	custodial water	18.25	N
Totals for Check 079414							142.52	
079415	06-15-2016	Atmos Energy	001347	4012625711	199-51-6259.05-999-699000	atmos -	48.91	N
079416	06-15-2016	AWARD DECALS	150884	44878	199-36-6399.31-999-691000	Helmet Stickers	221.53	N
079417	06-15-2016	Centex Recognition	001341	11000	199-41-6399.00-701-699000	service pins	989.20	N
079418	06-15-2016	College Board Publication	150587	444145	199-11-6339.87-001-699000	AP Exams	4,150.00	N
079419	06-15-2016	Cones, Christopher	001344	econ book	199-00-5749.03-000-600000	reimb lost book fee - c cones	73.95	N
079420	06-15-2016	CTRMA PROCESSING	001339	15987269	199-34-6499.00-999-699000	tollway charges tx1171856	3.19	N
079421	06-15-2016	Dube, Kathy	001317	reimburse	199-41-6499.00-701-699000	reimburse-chair eoy luncheon	59.99	N
079422	06-15-2016	Family& ConsumerSci Tea	150890	345588	199-13-6411.91-001-622000	Summer Staff Development	335.00	N
079423	06-15-2016	FRONTIER	001325	9797732254	199-51-6259.01-999-699000	central phone	844.37	N
			001325	9797732525	199-51-6259.01-999-699000	elem phone	264.80	N
			001325	9797733100	199-51-6259.07-999-699012	network	211.22	N
Totals for Check 079423							1,320.39	
079424	06-15-2016	GARRISON, SARAH	151022	reimburse	199-36-6411.79-001-699000	Parking at Hotel	105.00	N
			151022	reimburse	199-36-6411.79-001-699000	WRONG AMOUNT	-105.00	N
Totals for Check 079424							.00	
079425	06-15-2016	GN OTOMETRICS NORT	001343	179736	199-33-6299.77-999-699000	calibration for nurse	95.00	N
079426	06-15-2016	Graeter Motor Co	001327	3153	199-34-6249.00-999-699000	bus alignment lic 1171874	200.00	N
079427	06-15-2016	GRAINGER INC.	001334	9114150460	199-51-6316.00-999-699040	maint supplies	49.88	N
			001334	9108631517	199-51-6316.00-999-699040	maint supplies	477.35	N
			001334	9108631525	199-51-6316.00-999-699040	maint supplies	18.70	N
Totals for Check 079427							545.93	
079428	06-15-2016	Herff Jones Inc	001348	783191	199-11-6499.80-001-699000	hs diplomas	5.25	N

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079429	06-15-2016	John Deere Financial	001332		199-51-6316.00-999-699040	maint	594.12	N
079430	06-15-2016	JOHNSTONE SUPPLY O	001331	539266	199-51-6316.00-999-699040	maint supplies	675.89	N
079431	06-15-2016	Jones & Cowen Inc	001329	lisd	199-11-6219.03-101-623000	em contracted services	92.00	N
079432	06-15-2016	LAWSON PRODUCTS IN	001336	9304116596	199-34-6319.04-999-699000	supplies	64.29	N
079433	06-15-2016	LEXINGTON FEED & FAR	001330	265255	199-51-6316.00-999-699040	maint supplies	339.20	N
079434	06-15-2016	The Lexington Leader	001326	bus drivers ad	199-34-6499.00-999-699000	bus drivers ad	34.00	N
			001326	silent auction	199-41-6499.07-750-699000	silent auction ad	334.50	N
						Totals for Check 079434	368.50	
079435	06-15-2016	MID-AMERICAN RESEAR	001333	0579075in	199-51-6316.00-999-699040	maint dept	226.14	N
079436	06-15-2016	Milam County Appraisal Di	001335	300	199-99-6213.01-999-699000	3rd qtr pmy	114.08	N
079437	06-15-2016	Mohr, David	001318	meals	199-13-6411.98-001-622000	reimburse meals	88.00	N
			001318	reimburse	199-13-6411.98-001-622000	internet for stay	27.96	N
						Totals for Check 079437	115.96	
079438	06-15-2016	OFFICE DEPOT	001337	841772514001	199-41-6399.00-702-699000	central office supplies	87.52	N
			001337	841772922001	199-41-6399.00-702-699000	central office supplies	4.99	N
						Totals for Check 079438	92.51	
079439	06-15-2016	QUAKE SPORTS LLC	150836	618621	199-36-6399.21-999-691000	Football Equipment	623.00	N
079440	06-15-2016	QUILL CORPORATION	001338	6273530	199-23-6399.00-041-699000	ms office supplies	16.99	N
079441	06-15-2016	Region IV ESC	150946	5706531	199-34-6239.00-999-699000	On-Line Bus Recert	50.00	N
			150949	5690691	199-34-6239.00-999-699000	OnLine Buis Recert	50.00	N
			150948	5690621	199-34-6239.00-999-699000	OnLine Bus Recert	50.00	N
						Totals for Check 079441	150.00	
079442	06-15-2016	RIDDELL/ ALL AMERICA	150875	6030008	199-36-6399.21-999-691000	Football Supplies	3,794.13	N
079443	06-15-2016	Robinson ISD	001324	gym rental	199-36-6499.22-999-691000	bi district volleyball	172.75	N
079444	06-15-2016	Ross, Donna	150925	meals	199-13-6411.01-001-699000	PO Created by Req: 056948	140.00	N
079445	06-15-2016	TAMU-CTR FOR MATH &	001351	A Christian	199-13-6411.00-001-699000	summer institute - christian	505.00	N
079446	06-15-2016	TAMU-CTR FOR MATH &	001320	Karen Norment	199-13-6411.00-001-699000	AP Calculus AB - Norment	500.00	N
079447	06-15-2016	Tx Assoc of School	001350	502486	199-51-6219.00-999-699040	asbestos inspection	650.00	N
079448	06-15-2016	Toshiba Business Solution	001349	12827171	199-11-6269.01-999-623000	monthly rental sped	187.86	N
			001349	12826200	199-11-6269.01-999-623000	monthly rental sped	187.86	N
			001346	12831810	199-11-6269.19-101-699000	les copier rental	74.00	N
						Totals for Check 079448	449.72	
079449	06-15-2016	University of Tx	001352	13323	199-13-6411.00-001-699000	ap pre ap hs english	505.00	N
079450	06-15-2016	University of Tx	001322	12800	199-13-6411.00-001-699000	AP World History - Holman	505.00	N
079451	06-15-2016	University of Tx	001319	12764	199-13-6411.00-001-699000	AP English Literature/Garrison	505.00	N
079452	06-15-2016	Vocational Ag Teachers A	150940	21520	199-13-6411.93-001-622000	Summer Staff Development	325.00	N
			150940	21524	199-13-6411.93-001-622000	Summer Staff Development	300.00	N
						Totals for Check 079452	625.00	

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079453	06-15-2016	Walsh Gallegos Trevino R	001342	498280	199-41-6211.00-701-699000	general	307.28	N
079454	06-23-2016	AAA Fire & Safety Equip	001369	278976	199-51-6219.00-999-699040	annual fire ext inspection	727.00	N
079455	06-23-2016	ACHS, Inc	001366	1515	199-51-6299.05-999-699040	repair north gym units	948.00	N
079456	06-23-2016	Bluebonnet Elec Coop Inc	001373	5000038844	199-51-6259.04-999-699000	bus barn electricity	142.51	N
079457	06-23-2016	BSN/Sport Supply Group	150837	97957984	199-36-6399.22-001-691000	Volleyball Supplies	1,470.65	N
			150876	97957985	199-36-6399.32-999-691010	CC supplies	538.20	N
Totals for Check 079457							2,008.85	
079458	06-23-2016	Campbell, Janet	001376	reimburse	199-53-6399.01-999-699012	reimburse for book	19.95	N
			001376	reimburse	199-53-6399.01-999-699012	reimburse for supplies	51.18	N
			001376	mileage	199-53-6411.01-999-699012	rt to Cameron ISD Tech Meeting	36.83	N
			001376	mileage	199-53-6411.01-999-699012	rt to Region 12 DMAC Academy	276.70	N
Totals for Check 079458							384.66	
079459	06-23-2016	DEPARTMENT OF INFOR	001371	16051284n	199-51-6259.01-999-699000	dist month long distance chgs	32.33	N
079460	06-23-2016	DeYoung, Michael	001358	vs troy	199-36-6299.24-999-691000	basketball official rep #78673	133.10	N
079461	06-23-2016	Region XIII	001362	206654	199-51-6249.02-999-699012	internet access april,may,june	10,000.00	N
079462	06-23-2016	Forward Edge Inc.	001361	269602	199-36-6219.99-999-699000	drug testing 21 students	336.00	N
079463	06-23-2016	Fourth Street Bakery	001372	19	199-41-6499.00-701-699000	cookie for board meeting	20.00	N
079464	06-23-2016	GARRISON, SARAH	150972	reimburse	199-36-6411.79-001-699000	UIL	250.00	N
079465	06-23-2016	Glazier Foods Company	001364	170662465	240-35-6299.35-999-699000	non food items	50.40	N
079466	06-23-2016	GRAINGER INC.	001368	9127092659	199-51-6316.00-999-699040	maint supplies	537.92	N
079467	06-23-2016	HENGST/GRAFTEX INC.	001375	35383	199-41-6399.00-701-699000	Board Name Plates	48.00	N
079468	06-23-2016	Herff Jones Inc	150784	11015	199-11-6499.80-001-699000	Graduation	3,617.51	N
079469	06-23-2016	HOLMAN, BRECK	001377	mileage	199-11-6411.00-041-611000	reimburse mileage training	287.72	N
079470	06-23-2016	John Deere Financial	001367		199-51-6316.00-999-699040	maint parts	392.76	N
079471	06-23-2016	JOHNSON CONTROLS	001365	1/28653257752	199-51-6299.00-999-699000	planned svc agreement	3,826.92	N
079472	06-23-2016	Jones & Cowen Inc	001370	High School	199-11-6219.03-001-623000	hs contracted services	359.50	N
			001370	Elem	199-11-6219.03-101-623000	elem contracted services	1,084.50	N
Totals for Check 079472							1,444.00	
079473	06-23-2016	KNOWSYS EDUCATIONA	150832	3821	199-11-6399.61-041-611000	PO Created by Req: 056850	787.50	N
079474	06-23-2016	Librarian's Choice	150829	1283130	199-12-6399.12-101-699000	Library books	83.00	N
079475	06-23-2016	MID-AMERICAN RESEAR	150853	0581529in	199-51-6315.CJ-999-699000	cleaning supplies	2,137.50	N
079476	06-23-2016	CARD SERVICE CENTER	150907	0660	199-11-6329.92-001-622000	Teaching Materials	74.87	N
			150913	0660	199-11-6399.75-001-611000	Science	82.00	N
			150923	0660	199-11-6411.00-041-611000	PO Created by Req: 056946	387.12	N
			150939	0041	199-11-6495.91-001-622000	Membership	240.00	N
			150881	0041	199-11-6499.07-041-699000	7th Grade Class Trip	355.00	N
			150716	0660	199-11-6499.AR-041-611000	A.R. Trip 5/13/2016	375.00	N
			150923	0660	199-13-6299.02-041-699000	PO Created by Req: 056946	525.00	N

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			150786	0652	199-23-6399.80-001-699000	Moving Supplies	80.73	N
			150843	0652	199-23-6499.01-001-699000	Exam - Robertson	131.00	N
			150985	0660	199-31-6399.00-001-699000	Scholarship Banquet	426.06	N
			001356	0660	199-34-6319.04-999-699000	bus barn parts	403.20	N
			001356	0660	199-34-6499.00-999-699000	txtag	40.00	N
			150865	0041	199-36-6399.23-999-691000	Track Supplies	284.83	N
			001354	0041	199-36-6499.24-999-691010	Basketball Fees - TABC	90.00	N
			150926	0041	199-41-6499.00-701-699000	Engage2Learn Lunch	140.80	N
			150996	0652	199-41-6499.00-701-699000	Lunch for Design Team	146.80	N
			150881	0041	461-11-6399.99-999-699000	7th Grade Class Trip	330.00	N
			001355	0652	461-12-6399.12-101-699000	5th gr ar trip	144.27	N
						Totals for Check 079476	4,256.68	
079477	06-23-2016	MATERA PAPER COMPA	001379	h279197a	199-51-6315.CJ-999-699000	Custodial Items	1,149.07	N
079478	06-23-2016	Muhl, Kirk	150877	meals	199-36-6411.28-999-691000	Coaching school Meal Money	720.00	N
079479	06-23-2016	O,REILLY AUTOMOTIVE	001378	510130	199-34-6319.04-999-699000	bus barn parts/supplies	596.46	N
079480	06-23-2016	Paul, William	001360	mileage	199-23-6411.42-041-699000	mileage reimbursement	55.62	N
			001360	parking	199-23-6411.42-041-699000	parking reimburse	14.00	N
						Totals for Check 079480	69.62	
079481	06-23-2016	Pro-Ed Publisher	150921	2551868	199-11-6399.01-999-699000	Dyslexia Testing	535.70	N
079482	06-23-2016	QUILL CORPORATION	150992	6371187	199-23-6399.80-001-699000	Supplies	83.28	N
079483	06-23-2016	ROUND TOP STATE BAN	150748	meals	199-36-6411.94-001-622000	TAFE National Convention Meals	175.00	N
			150748	meals	199-36-6412.94-001-622000	TAFE National Convention Meals	250.00	N
						Totals for Check 079483	425.00	
079484	06-23-2016	SCHNEIDER, JENNIFER	001353	TASBO	199-41-6411.00-750-699000	parking reimb - TASBA	10.00	N
			001374	mileage	199-41-6411.00-750-699000	mileage to TASBO - Irving	213.84	N
			001374	mileage	199-41-6411.00-750-699000	mileage to TRS Ins Meeting	37.90	N
						Totals for Check 079484	261.74	
079485	06-23-2016	SCHOOL SPECIALITY Inc	150866	208116239862	199-11-6399.83-041-611000	PO Created by Req: 056882	43.85	N
			150866	208116236356	199-11-6399.83-041-611000	PO Created by Req: 056882	520.58	N
			150866	208116300736	199-11-6399.83-041-611000	PO Created by Req: 056882	92.52	N
			150866	208116338229	199-11-6399.83-041-611000	PO Created by Req: 056882	20.16	N
						Totals for Check 079485	677.11	
079486	06-23-2016	Texas Assn of Future Edu	150945	Jill Owen/ LISD	199-36-6412.94-001-622000	TAFE	600.00	N
079487	06-23-2016	Toshiba Business Solution	001357	12837891	199-11-6269.01-999-623000	monthly rental sped	187.86	N
			001357	12839780	199-11-6269.01-999-623000	monthly rental sped	187.86	N
						Totals for Check 079487	375.72	
079488	06-23-2016	Town Lake Construction, L	001359	061716-2	199-51-6299.05-999-699040	odor control granules	100.00	N
079489	06-23-2016	Tx Tollways CSC	001363	324472521	199-34-6499.00-999-699000	tollway charge tx1225791	3.56	N
079490	06-23-2016	University of Tx	151024	16238	199-13-6411.00-001-699000	Summer Staff Development	549.00	N
			150991	16239	199-13-6411.00-001-699000	Summer Staff Development	549.00	N
						Totals for Check 079490	1,098.00	

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
079491	06-23-2016	USI Edu & Governmt Sale	151011	0379803301017	199-11-6399.00-101-699000	laminating film	325.00	N
079492	06-27-2016	First Financial Adminstrato	001380	B139580	199-00-2153.00-000-600000	Retiree Insurance	18.80	N
079493	06-27-2016	SASI	151040	Zgabay, Butler	199-36-6499.51-001-699000	DM Camp	900.00	N
079494	06-30-2016	806 Technologies, Inc.	150984	4717	199-41-6499.00-701-699000	Campus Improvement Planning	1,950.00	N
079495	06-30-2016	ACCURATE LABEL DESI	151012	146974	199-23-6399.20-101-699000	visitor check in	309.95	N
079496	06-30-2016	American Tire Dist of San	001398	s075756584	199-34-6319.04-999-699000	transportation tires	377.66	N
079497	06-30-2016	Blinn College	001389	Krista Lerche	479-11-6499.01-001-699000	Krista Lerche	500.00	N
079498	06-30-2016	BREWER, KYLE	001386	cafeteria reimb	240-00-5751.00-000-600000	cafeteria reimbursement	24.30	N
079499	06-30-2016	BUCKEYE	150666	16315	199-51-6315.CJ-999-699000	parts	105.70	N
079500	06-30-2016	BURRIS, SHELBY	001385	cafeteria reimb	240-00-5751.00-000-600000	cafeteria reimbursement	42.00	N
079501	06-30-2016	CDW Goverment INC	151008	djb7236	615-81-6629.12-001-699002	Server Parts	7,262.86	N
			151008	djd0517	615-81-6629.12-001-699002	Server Parts	1,307.88	N
			151008	dhs9385	615-81-6629.12-001-699002	Server Parts	2,966.23	N
			Totals for Check 079501					
079502	06-30-2016	CTRMA PROCESSING	001415	16697740	199-34-6499.00-999-699000	TOLLWAY CHARGE 1171854	6.11	N
			001415	16329072	199-34-6499.00-999-699000	TOLLWAY CHARGE 1171868	17.46	N
			Totals for Check 079502					
079503	06-30-2016	DELL MARKETING L.P.	151006	xjxn8j5c7	615-81-6629.12-001-699002	New HS Computers	965.78	N
			151006	xjxnk73m4	615-81-6629.12-001-699002	New HS Computers	23,178.72	N
			Totals for Check 079503					
079504	06-30-2016	Region XIII	150860	206829	199-13-6239.00-999-699000	Workshops	170.00	N
079505	06-30-2016	FISHER TRACKS, INC.	001407	6262	199-81-6629.00-001-691000	track concrete sidewalk	10,192.00	N
079506	06-30-2016	Joseph Freeman	001394	957	199-34-6249.00-999-699000	mount and balance	60.00	N
			001394	4267	199-34-6249.00-999-699000	replace tire pressure sensor	145.00	N
Totals for Check 079506						205.00		
079507	06-30-2016	Goodheart-Wilcox	151025	01522097	199-11-6321.00-041-699000	Books for Middle School	1,832.36	N
079508	06-30-2016	GRAINGER INC.	001403	9146384269	199-51-6316.00-999-699040	parts/supplies	102.93	N
			001414	9138582292	199-51-6316.00-999-699040	PARTS/SUPPLIES	270.91	N
Totals for Check 079508						373.84		
079509	06-30-2016	GREGG, EMILY	001381	cafeteria reimb	240-00-5751.00-000-600000	cafeteria reimbursement	29.75	N
079510	06-30-2016	Quinton Powell	001411	100106	199-51-6219.01-999-699040	PEST CONTROL JUNE	244.00	N
079511	06-30-2016	Herff Jones Inc	151002	11110	199-36-6499.51-001-699000	Letter Jackets	150.00	N
079512	06-30-2016	HOUGHTON MIFFLIN HA	150779	952222818	224-11-6399.00-001-623000	LES, LMS, LHS student use	115.33	N
			150779	952222818	224-11-6399.00-041-623000	LES, LMS, LHS student use	115.34	N
			150779	952222818	224-11-6399.00-101-623000	LES, LMS, LHS student use	115.34	N
Totals for Check 079512						346.01		
079513	06-30-2016	Hughes MFG Co. of Giddi	150970	147903	199-23-6499.42-041-699000	Class Banners	240.00	N

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
079514	06-30-2016	JOHNSTONE SUPPLY O	001412	544728	199-51-6316.00-999-699040	MANIT SUPPLIES	561.36	N
079515	06-30-2016	KASSNER, VANCE	001384	cafeteria reimb	240-00-5751.00-000-600000	cafeteria reimbursement	3.50	N
079516	06-30-2016	KELLY-MOORE PAINT C	001408	15200000011638	199-51-6316.00-999-699040	traffic marking red	606.00	N
			001408	15200000011638	199-51-6316.00-999-699040	Administration	411.39	N
Totals for Check 079516							1,017.39	
079517	06-30-2016	Lamb, Kathy	151043	reimb mileage	240-35-6411.00-999-699000	Picking up Supplies, Workshop	158.76	N
079518	06-30-2016	LAMBERT, DALTON	001383	cafeteria reimb	240-00-5751.00-000-600000	cafeteria reimbursement	88.05	N
079519	06-30-2016	LEE CO ACE HARDWAR	001399	243579	199-34-6319.04-999-699000	bus barn	62.00	N
079520	06-30-2016	Lee Co Petroleum Inc	001400	102038	199-34-6311.01-999-699000	bus barn unleaded	1,513.60	N
079521	06-30-2016	Lexington Athletic Assoc.	151041	Concession	749-36-6499.04-999-699000	concession stand	7,296.93	N
079522	06-30-2016	LEXINGTON FEED & FAR	001410	266550	199-51-6316.00-999-699040	MAINT SUPPLIES	295.40	N
079523	06-30-2016	LEXINGTON MUNICIPAL	001401	LISD	199-51-6259.00-999-699000	garbage/sewer	2,609.49	N
			001401	LISD	199-51-6259.04-999-699000	electricity	15,117.94	N
			001401	LISD	199-51-6259.06-999-699000	water	602.70	N
Totals for Check 079523							18,330.13	
079524	06-30-2016	LHS Activity Fund	151042	concessions	749-36-6499.02-999-699000	concession stand	3,827.96	N
079525	06-30-2016	LONESTAR ENVIRONME	150886	2016-7958	199-51-6299.05-999-699040	Air Monitoring	1,815.00	N
079526	06-30-2016	Longhorn International Tru	001396	976726	199-34-6319.04-999-699000	bus barn parts	173.00	N
			001396	519119	199-34-6319.04-999-699000	bus barn parts	229.69	N
			001396	519123	199-34-6319.04-999-699000	bus barn parts	267.41	N
Totals for Check 079526							670.10	
079527	06-30-2016	Maass, Michelle	001406	reimb mileage	199-13-6411.01-101-699000	mileage to Region 13 workshop	53.46	N
079528	06-30-2016	MID-AMERICAN RESEAR	001391	0582245-in	199-34-6319.04-999-699000	bus barn supplies	327.82	N
			001413		199-51-6316.00-999-699040	MAINT DEPT	385.50	N
Totals for Check 079528							713.32	
079529	06-30-2016	McGraw-Hill Compaines	150908	92266261001	199-11-6329.91-001-622000	CTE Books	4,118.54	N
079530	06-30-2016	MOORE MEDICAL LLC	150959	83024950	199-11-6399.91-001-622000	EMT Supplies	371.56	N
079531	06-30-2016	NAPA TIRE & AUTO SUP	001393	3690	199-34-6319.04-999-699000	transportation parts	397.87	N
079532	06-30-2016	Napa Auto Parts/Brazos V	001392	195825	199-34-6319.04-999-699000	transportation supplies	30.62	N
			001392	195721	199-34-6319.04-999-699000	transportation supplies	16.62	N
			001392	195775	199-34-6319.04-999-699000	transportation supplies	44.64	N
Totals for Check 079532							91.88	
079533	06-30-2016	OFFICE DEPOT	151010	844519439001	199-11-6399.16-101-699000	start up Supplies	6.79	N
			151010	844519149001	199-11-6399.16-101-699000	start up Supplies	580.34	N
			151010	844519438001	199-11-6399.16-101-699000	start up Supplies	33.27	N
Totals for Check 079533							620.40	
079534	06-30-2016	Pro-Ed Publisher	150912	2550252	199-21-6399.00-999-623000	LMS Student use	729.19	N

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
079535	06-30-2016	REGION XII	150968	65936	199-13-6239.00-999-699000	CTE	100.00	N
079536	06-30-2016	ROCKDALE I.S.D.	001405	Lexington ISD	199-13-6299.01-999-699000	professional presentation fees	3,333.33	N
079537	06-30-2016	Rockdale-Caldwell Countr	001395	5148	199-34-6319.04-999-699000	kit - tpms	75.43	N
079538	06-30-2016	Ross, Donna	001387	cafeteria reimb	240-00-5751.00-000-600000	cafeteria reimbursement	8.70	N
079539	06-30-2016	Safety-Kleen Systems Inc	001402	70536572	199-34-6249.00-999-699000	service/solvent	323.67	N
079540	06-30-2016	SCHOOL SPECIALITY Inc	151014	208116365791	199-11-6399.00-101-699000	start up supplies	73.09	N
			151014	208116388664	199-11-6399.00-101-699000	start up supplies	17.66	N
			151019	208116379642	199-11-6399.16-041-699000	PO Created by Req: 057039	298.05	N
			151019	208116384830	199-11-6399.16-041-699000	PO Created by Req: 057039	151.44	N
			150963	208116307924	199-11-6399.16-101-699000	supplies/start up	89.59	N
			150963	208116302586	199-11-6399.16-101-699000	supplies/start up	41.78	N
			150963	208116340801	199-11-6399.16-101-699000	supplies/start up	30.64	N
			Totals for Check 079540					
079541	06-30-2016	SWEET MARCHING	151001	1	199-11-6219.51-001-699000	Marching Drill	1,000.00	N
079542	06-30-2016	Tx Assoc of School Admin	151037	06220052081	199-41-6499.00-701-699000	Membership	940.00	N
079543	06-30-2016	TIMMONS OIL	001397	TO135564	199-34-6319.04-999-699000	transportation supplies	158.40	N
079544	06-30-2016	Toshiba Business Solution	001404	12864529	199-11-6269.01-999-623000	monthly rental sped	187.86	N
079545	06-30-2016	TOSHIBA BUSINESS	001409	50451429	199-11-6269.00-041-699000	monthly rental ms	559.86	N
			001409	50451429	199-11-6269.01-001-699000	monthly rental hs	559.86	N
			001409	50451429	199-11-6269.01-101-699000	monthly rental elem	559.86	N
			001409	50451429	199-41-6269.00-701-699000	monthly rental supt	279.93	N
			001409	50451429	199-41-6269.02-750-699000	monthly rental co	279.94	N
Totals for Check 079545						2,239.45		
079546	06-30-2016	TROY ISD	001388	District UIL Ex	199-36-6499.00-999-699000	district uil expenses	4,160.06	N
079547	06-30-2016	TURNIPSEED, AMBER	001382	cafeteria reimb	240-00-5751.00-000-600000	cafeteria reimbursement	5.55	N
079548	06-30-2016	Woodson Lumber Co. Inc	001390	40169	199-34-6319.04-999-699000	transportation supplies	133.29	N
			001390	40169	199-36-6399.31-999-691000	athletics supplies	146.31	N
			001390	40169	199-51-6315.CJ-999-699000	custodial supplies	68.10	N
			001390	40169	199-51-6316.00-999-699040	maint supplies	574.36	N
Totals for Check 079548						922.06		
079549	06-30-2016	GE Money Bank/Amazon	151020	6763	199-11-6399.16-041-699000	PO Created by Req: 057041	247.42	N
			150997	6763	199-36-6399.00-999-691000	Video equipment	654.35	N
			001417	6763	199-53-6399.01-999-699012	supplies - tech	170.00	N
Totals for Check 079549						1,071.77		
079550	06-30-2016	Centex Recognition	001416	11110	199-36-6499.51-001-699000	Jacket - Band	150.00	N
079551	06-30-2016	SBWV Architects	001418	30476.60	615-81-6629.SC-001-699052	a/e construction	30,476.60	N
Total For Computer Written Checks							959,695.12	
Total Checks							959,695.12	
End of Report								

	EstimatedRevenue (Budget)	Revenue Realized Current	Revenue Realized To Date	Revenue Balance	Percent Realized
199 / 6 GENERAL FUND	8,639,066.00	-518,980.24	-7,362,044.68	1,277,021.32	85.22%
211 / 6 ESEA TITLE I, PART A - BASIC	90,622.00	-30,311.68	-79,583.92	11,038.08	87.82%
224 / 6 IDEA-B FORMULA	234,430.76	-91,426.01	-196,410.83	38,019.93	83.78%
225 / 6 IDEA-B PRESCHOOL	5,756.00	-598.02	-3,948.88	1,807.12	68.60%
240 / 6 NSBL - FOOD SERVICE	549,870.00	-18,639.17	-365,379.59	184,490.41	66.45%
255 / 6 TITLE II PART A - TPTR	38,652.00	-7,531.77	-30,434.90	8,217.10	78.74%
263 / 6 TITLE III, PART A ENGLISH LANG	.00	-467.50	-467.50	-467.50	.00%
410 / 6 IMA FUNDS	.00	.00	-67,015.72	-67,015.72	.00%
461 / 6 CAMPUS ACTIVITY FUNDS	15,628.90	-1,430.00	-17,058.90	-1,430.00	109.15%
599 / 6 DEBT SERVICE FUNDS	627,656.00	-6,330.25	-669,070.94	-41,414.94	106.60%
615 / 6 HIGH SCHOOL	.00	-1,751.67	-32,135.02	-32,135.02	.00%
749 / 6 CONCESSIONS	.00	.00	-58,471.98	-58,471.98	.00%
753 / 6 WORKERS COMPENSATION	.00	-66.72	-342.19	-342.19	.00%
Grand Total Revenues	10,201,681.66	-677,533.03	-8,882,365.05	1,319,316.61	87.07%

	Budget	Encumbrance YTD	Expenditure YTD	Current Expenditure	Balance	Percent Expende
199 / 6 GENERAL FUND	-8,796,882.00	305,550.00	7,158,718.92	817,420.77	-1,332,613.08	81.38%
211 / 6 ESEA TITLE I, PART A - BASIC	-92,914.48	.00	93,491.57	13,907.65	577.09	100.62%
224 / 6 IDEA-B FORMULA	-234,430.76	.00	182,657.29	31,480.29	-51,773.47	77.92%
225 / 6 IDEA-B PRESCHOOL	-5,756.00	.00	5,296.70	988.12	-459.30	92.02%
240 / 6 NSBL - FOOD SERVICE	-549,870.00	.00	416,439.68	31,647.03	-133,430.32	75.73%
255 / 6 TITLE II PART A - TPTR	-38,055.00	.00	36,127.44	6,685.51	-1,927.56	94.93%
263 / 6 TITLE III, PART A ENGLISH LANG	.00	.00	467.50	.00	467.50	.00%
461 / 6 CAMPUS ACTIVITY FUNDS	-72,224.57	36,892.27	17,655.76	642.35	-17,676.54	24.45%
599 / 6 DEBT SERVICE FUNDS	-627,656.00	.00	478,580.26	400.00	-149,075.74	76.25%
615 / 6 HIGH SCHOOL	-6,999,550.00	250,394.51	3,944,460.09	745,191.63	-2,804,695.40	56.35%
749 / 6 CONCESSIONS	.00	.00	58,210.77	24,472.48	58,210.77	.00%
753 / 6 WORKERS COMPENSATION	.00	.00	31,927.57	.00	31,927.57	.00%
801 / 6 SCHOLARSHIPS - YEARLY	.00	.00	2,000.00	2,000.00	2,000.00	.00%
Grand Total Expenditures	-17,417,338.81	592,836.78	12,426,033.55	1,674,835.83	-4,398,468.48	71.34%

End of Report

615/5 \$251,896.87 spent in 14-15

**Lexington Independent School District Investment Report
for Quarter Ending June 30, 2016**

Investments	Transactions	Balance 12/30/2015	Rate	Deposits / withdrawals	Interest Earned This Quarter	Balance 3/31/2016
Lone Star Investment Pool - General Operating	April Interest		0.3330		\$6.50	
	May Interest		0.3319		\$6.70	
	June Interest		0.3578		\$6.99	
		\$23,816.29			\$20.19	\$23,836.48
Lone Star Investment Pool - Retirement Fund	April Interest		0.2811		\$14.97	
	May Interest		0.3078		\$15.42	
	June Interest		0.3266		\$16.09	
		\$54,835.57			\$46.48	\$54,882.05
Lone Star Investment Pool - Emergencies Fund	April Interest		0.2811		\$53.95	
	May Interest		0.3078		\$55.59	
	June Interest		0.3266		\$58.00	
		\$197,696.49			\$167.54	\$197,864.03
TexPool - General Operating	April Interest		0.3380		\$6.79	
	May Interest		0.3399		\$7.10	
	June Interest		0.3633		\$7.28	
		\$24,442.44			\$21.17	\$24,463.61
TexSTAR-General Operating	April Interest		0.3696		\$4.56	
	May Interest		0.3664		\$4.69	
	June Interest		0.3927		\$4.87	
		\$15,103.95			\$14.12	\$15,118.07
Total Pool Investments		\$315,655.33		\$0.00	\$269.50	\$316,164.24

**Lexington Independent School District Investment Report
for Quarter Ending June 30, 2016**

Investments Certificates of Deposit	Number	Balance 3/31/2016	Rate	Term/Maturity	Deposits/ Withdrawal	Interest Earned This Quarter	Balance 6/30/2016
Round Top State Bank - CD	40662	\$676,017.57	0.8000	7mths 12/14/2016		\$2,702.01	\$678,719.58
	40663	\$688,481.27	1.0004	13 mths 11/14/2016		\$3,441.49	\$691,922.76
Round Top State Bank - H Perry Hester Scholarship	Savings	\$22,131.02	0.5502		\$2,000.00	\$60.23	\$20,191.25
Prosperity, Lexington, Tx - J. Beauchamp	CD 031824	\$50,000.00	0.5000	12 mth 6/6/2015		\$0.00	\$50,000.00
Prosperity - Scholarship -J Beauchamp	SV	\$2,911.00	0.0020			\$3.26	\$2,914.26
BANK ACCOUNTS							
Round Top State Bank - Workers Comp			0.5501			203.32	\$147,426.85
Round Top State Bank - General Op			0.7502			3,966.15	\$1,534,982.41
Round Top State Bank - Interest & Sinking			0.7502			713.38	\$386,633.52
Round Top State Bank - General Op Clearing			0.5501			204.82	\$304,941.43
Round Top State Bank - Payroll Clearing			0.5501			265.63	\$256,947.05
Round Top State Bank - Construction						\$6,618.79	\$2,890,955.05
Total Bank Deposits		\$1,439,540.86				\$11,972.09	
Total Interest Earned for Quarter						\$18,445.32	

Kathy Dube, Business Manager

Brad Schnautz, Ed.D, Superintendent

This investment portfolio is in compliance with Lexington ISD's investment strategies as stated in the District's investment policy and relevant provisions of Government Code, Chapter 2256.

	October	November	December	
Round Top State Bank - Workers Comp	\$99.14	\$95.49	\$98.25	\$292.88
Round Top State Bank - General Op	\$1,367.58	\$1,411.78	\$1,800.40	\$4,579.76
Round Top State Bank - Interest & Sinking	\$134.77	\$143.52	\$201.10	\$479.39
Round Top State Bank - General Op Clearing	\$51.61	\$43.68	\$36.29	\$131.58
Round Top State Bank - Payroll Clearing	\$73.99	\$81.82	\$61.43	\$217.24

	January	February	March	
Round Top State Bank - Workers Comp	\$ 102.67	\$ 88.53	\$ 97.58	288.78
Round Top State Bank - General Op	\$ 1,544.96	\$ 1,545.88	\$ 1,787.38	4,878.22
Round Top State Bank - Interest & Sinking	\$ 164.74	\$ 150.59	\$ 97.70	413.03
Round Top State Bank - General Op Clearing	\$ 75.30	\$ 41.46	\$ 46.69	163.45
Round Top State Bank - Payroll Clearing	\$ 57.95	\$ 69.72	\$ 56.53	184.20

5,927.68

	April	May	June	
Round Top State Bank - Workers Comp	\$ 93.85	\$ 96.41	\$ 92.95	283.21
Round Top State Bank - General Op	\$ 1,551.24	\$ 1,341.19	\$ 818.57	3,711.00
Round Top State Bank - Interest & Sinking	\$ 97.75	\$ 104.98	\$ 200.99	403.72
Round Top State Bank - General Op Clearing	\$ 10.99	\$ 15.06	\$ 23.19	49.24
Round Top State Bank - Payroll Clearing	\$ 39.13	\$ 50.04	\$ 55.79	144.96

4,592.13

	July	August	September	
Round Top State Bank - Workers Comp	\$ 103.57	\$ 94.10	\$ 49.84	247.51
Round Top State Bank - General Op	\$ 927.01	\$ 666.70	\$ 494.14	2,087.85
Round Top State Bank - Interest & Sinking	\$ 173.58	\$ 176.76	\$ 122.85	473.19
Round Top State Bank - General Op Clearing	\$ 12.20	\$ 103.17	\$ 31.37	146.74
Round Top State Bank - Payroll Clearing	\$ 54.36	\$ 38.64	\$ 49.98	142.98

3,098.27

	October	November	December	
Round Top State Bank - Workers Comp	48.24	49.59	49.35	147.18
Round Top State Bank - General Op	887.90	986.87	960.51	2835.28
Round Top State Bank - Interest & Sinking	123.75	137.79	173.01	434.55
Round Top State Bank - General Op Clearing	89.44	52.54	20.71	162.69
Round Top State Bank - Payroll Clearing	36.46	47.48	37.51	121.45

3,701.15

	January	February	March	
Round Top State Bank - Workers Comp	\$45.67	\$62.10	\$70.12	\$177.89
Round Top State Bank - General Op	\$1,298.65	\$2,049.28	\$1,808.20	\$5,156.13
Round Top State Bank - Interest & Sinking	\$289.80	\$314.01	\$230.85	\$834.66
Round Top State Bank - General Op Clearing	\$47.65	\$98.45	\$58.72	\$204.82
Round Top State Bank - Payroll Clearing	\$41.29	\$39.29	\$30.61	\$111.19

	April	May	June	
Round Top State Bank - Workers Comp	\$109.15	\$101.55	\$108.29	\$318.99
Round Top State Bank - General Op	\$1,631.12	\$1,301.64	\$1,134.05	\$4,066.81
Round Top State Bank - Interest & Sinking	\$171.54	\$163.62	\$174.93	\$510.09
Round Top State Bank - General Op Clearing	\$27.85	\$29.56	\$19.76	\$77.17
Round Top State Bank - Payroll Clearing	\$26.53	\$58.83	\$67.84	\$153.20

\$5,126.26

Lexington ISD Budget AMENDMENT #3								2015-2016				Updated 7/18/2016		
REVENUE				Description	Amendment #1	Amendment #2	Amendment #3	Payroll	Contracted Services	Supplies	Misc Operating	Debt Services	Other Uses	Totals
GENERAL FUND		BUDGET												
5711	Taxes, Local Current	\$ 3,933,330.00	199 6	11-Instruction	\$ 11,150.00		\$ (20,000.00)	\$4,211,870.00	\$174,915.00	\$224,340.00	\$27,455.00			\$4,638,580.00
5712	Taxes, Local Prior Year	\$ 70,000.00						\$ (20,000.00)						
			199 6	12-Library			\$ (1,000.00)	\$143,831.00	\$2,300.00	\$20,850.00	\$1,000.00			\$167,981.00
58xx	State Revenue	\$ 3,975,175.00						\$ (1,000.00)						
			199 6	13-Staff Development	\$ 970.00		\$ -	\$43,944.00	\$15,725.00	\$350.00	\$15,755.00			\$75,774.00
	TRS On-Behalf Payments	\$ 379,931.00	199 6	21-Instructional Leadership				\$81,435.00	\$25,600.00	\$1,350.00	\$2,300.00			\$110,685.00
			199 6	23-Principals	\$ 600.00		\$ (1,700.00)	\$382,553.00	\$0.00	\$5,850.00	\$10,300.00			\$398,703.00
	Tax Penalties	\$ 30,000.00						\$ (1,700.00)						
			199 6	31-Guidance & Counseling				\$257,194.00	\$1,100.00	\$3,050.00	\$2,150.00			\$263,494.00
	Insurance Recovery	\$ 82,730.00												
			199 6	33-Health Services				\$60,665.00	\$150.00	\$1,620.00	\$455.00			\$62,890.00
	Interest	\$ 15,000.00												
			199 6	34-Pupil Transportation	\$ 27,800.00			\$238,728.00	\$35,000.00	\$133,000.00	-\$71,590.00		\$90,000.00	\$425,138.00
	Misc Revenue	\$ 14,700.00												
			199 6	36-Co/Extra Curricular	\$ 6,100.00			\$263,431.00	\$59,790.00	\$65,750.00	\$178,393.00			\$567,364.00
	Athletic Gate	\$ 33,200.00												
			199 6	41-Central Office				\$320,511.00	\$60,662.00	\$13,530.00	\$33,265.00			\$427,968.00
	Medicaid Reimbursements	\$ 45,000.00												
			199 6	51-Maintenance				\$348,168.00	\$385,615.00	\$143,500.00	\$41,750.00		\$0.00	\$919,033.00
				Tennis Resurface		\$24,000.00			\$24,000.00					
							\$ 44,730.00		\$38,220.00	\$6,510.00				
	Wee Eagles	\$ 20,000.00												
			199 6	52-Security					\$20,100.00	\$12,000.00	\$1,000.00			\$33,100.00
	Lehman Foundation	\$ 25,000.00												
			199 6	53-Data Processing				\$119,714.00	\$58,209.00	\$14,550.00	\$3,700.00			\$196,173.00
	Erate	\$ 15,000.00												
			199 6	61-Wee Eagles				\$20,800.00						\$20,800.00
	Other Source	\$ 125,400.00	199 6	71-Debt Service								\$103,000.00		\$103,000.00
	Proceeds from Capital Lease													
			199 6	81 - Construction		\$227,199.00	\$ 184,809.00		\$412,008.00					
			199 6	99 -Appraisal					\$135,000.00					\$135,000.00
	Fund 199	\$8,764,466.00			\$46,620.00	\$251,199.00	\$ 206,839.00	\$6,470,144.00	\$1,448,394.00	\$646,250.00	\$245,933.00	\$103,000.00	\$90,000.00	\$9,003,721.00
Expenditures Exceed Revenue														(\$239,255.00)

Cafeteria	\$549,870.00	240 4	35-Food Service					\$251,473.00	\$10,250.00	\$287,147.00	\$1,000.00			\$549,870.00
Debt Service	\$627,656.00	599 4	71-Debt Service							\$3,500.00		\$624,156.00		\$627,656.00
Totals	\$9,941,992.00				\$46,620.00			\$6,721,617.00	\$1,458,644.00	\$936,897.00	\$246,933.00	\$727,156.00	\$90,000.00	\$10,181,247.00

Construction Repair Site Work	\$ 96,626.00
Base Bid	\$ 130,573.00
	\$ 227,199.00
Sealed Surface	\$ 35,232.00
Additional Asphalt Repairs	\$ 4,470.00
Sidewalk	\$ 10,192.00
	\$ 277,093.00

LEXINGTON
High School

2016-2017
Parent/Student
Handbook

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PREFACE

To Students and Parents:

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

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

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

Section II—OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS—organized alphabetically by topic, 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 Student Code of Conduct, which is a document adopted by the board and intended to promote school safety and an atmosphere for learning. That document may be found on the district’s website 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 current provisions of board policy and the Student Code of Conduct are to be followed.

Also, please be aware that the Student 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. Changes in policy or other rules that affect Student Handbook provisions will be made available to students and parents through newsletters or other communications. 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 a teacher, the school counselor, or the principal.

Also, please complete and return to your child's campus the following forms provided in the forms packet distributed at the beginning of the year or upon the student's enrollment:

1. Acknowledgment Form OR Acknowledgment of Electronic Distribution of Student Handbook Form;
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, if you choose to restrict the release of information to these entities; and
4. Consent/Opt-Out Form.

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

Please note that references to policy codes are included so that parents can refer to current board policy. The district's official policy manual is available for review in the district administration office, and an unofficial electronic copy is available online.

SECTION I: PARENTAL RIGHTS

This section of the Student Handbook includes information related to certain rights of parents as specified in state or 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 examination, test, or treatment is required under state or federal law regarding requirements for special education or by the Texas Education Agency (TEA) for child abuse investigations and reports.

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

Teachers may display students' work, which may include personally identifiable student information, in classrooms or elsewhere on campus as recognition of student achievement.

However, the district will seek parental consent before displaying students' artwork, special projects, photographs taken by students, original videos or voice recordings, and other original works on the district's website, a website affiliated or sponsored by the district, such as a campus or classroom website, and in district publications, which may include printed materials, videos, or other methods of mass communication.

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

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

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 cocurricular or extracurricular activity; or
- When it relates to media coverage of the school.

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

Prohibiting the Use of Corporal Punishment

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

If you do not want corporal punishment to be administered to your child as a method of student discipline, please return the form included in the forms packet OR submit a written statement to the campus principal stating this decision. A signed statement must be provided each year if you do not want corporal punishment to be administered to your child.

You may choose to revoke this prohibition at any time during the year by providing a signed statement to the campus principal. However, district personnel may choose to use discipline methods other than corporal punishment even if the parent requests that this method be used on the student.

Please note that if the district is made aware that a student is in temporary or permanent conservatorship (custody) of the state, through foster care, kinship care, or other arrangements, corporal punishment will not be administered, even when a signed statement prohibiting its use has not been submitted by the student’s caregiver or caseworker.

Limiting Electronic Communications with Students by District Employees

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

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

However, instant or text 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.

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. This 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 as directory information: student name; address; telephone listing; electronic mail address; photograph; honors and awards received; grade level; enrollment status; participation in officially recognized activities and sports; and weight and height, if a member of an athletic team. 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, honors and awards received, grade level, and enrollment status. If you do not object to the use of your child's information for these purposes, the school must release this information when the school receives a request from an outside entity or individual.

Also review the information at **Authorized Inspection and Use of Student Records**.

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

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.

Participation in Third-Party Surveys

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

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

- Political affiliations or beliefs of the student or the student's parent.
- Mental or psychological problems of the student or the student's family.
- Sexual behavior or attitudes.
- Illegal, antisocial, self-incriminating, or demeaning behavior.
- Critical appraisals of individuals with whom the student has a close family relationship.
- Relationships privileged under law, such as relationships with lawyers, physicians, and ministers.
- Religious practices, affiliations, or beliefs of the student or parents.

- Income, except when the information is required by law and will be used to determine the student's eligibility to participate in a special program or to receive financial assistance under such a program.

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

“Opting Out” 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 that this does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.
- Any 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 (HIV) or acquired immune deficiency syndrome (AIDS) 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:

Lexington High School uses a combination of the program "Big Decisions", "PAPA" (Parenting and Paternity), and the McGraw Hill Glenco state adopted Health textbook for the health education course. Both of these resources are aligned with state and national standards in the instruction of Human Sexuality.

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. Please see the campus principal for additional information.

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

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

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.

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.]

Student Records

Accessing Student Records

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

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

- Counseling records,
- Psychological records,
- Applications for admission,
- Health and immunization information,
- Other medical records,
- Teacher and school counselor evaluations,
- Reports of behavioral patterns,
- State assessment instruments that have been administered to your child, and
- Teaching materials and tests used in your child's classroom.

Authorized Inspection and Use of Student Records

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

- The right to inspect and review student records within 45 days after the day the school receives a request for access.
- The right to request an amendment to a student 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 discloses personally identifiable information from the student's records, except to the extent that FERPA authorizes disclosure without consent.
- The right to file a complaint with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements. The name and address of the office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 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, is emancipated by a court, or enrolls in a postsecondary institution, control of the records goes to the student. The parents may continue to have access to the records, however, if the student is a dependent for tax purposes and under limited circumstances when there is a threat to the health and safety of the student or other individuals.

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

- When district school officials have what federal law 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 school, in order to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.

- To appropriate officials in connection with a health or safety emergency.
- When the district discloses information it has designated as directory information [see **Objecting to the Release of Directory Information** for opportunities to prohibit this disclosure].

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

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: 8731 North Highway 77, Lexington, Texas 78947.

The address of the principal's office is: 8783 North Highway 77, Lexington, Texas 78947.

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**, and **Complaints and Concerns** 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.

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.

Teacher and Staff Professional Qualifications

You may request information regarding the professional qualifications of your child's teachers, including whether a teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; whether the teacher has an emergency permit or other provisional status for which state requirements have been waived; and undergraduate and graduate degree majors, graduate certifications, and the field of study of the certification or degree. You also have the right to request information about the qualifications of any paraprofessional who may provide services to your child.

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 <http://tea.texas.gov/index2.aspx?id=7995>.

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 or campus if your child has been determined by the district to have been a victim of bullying as the term is defined by Education Code 37.0832. Transportation is not provided for a transfer to another campus. See the principal for information.
- Consult with district administrators if your child has been determined by the district to have engaged in bullying and the board decides to transfer your child to another classroom or campus. Transportation is not provided for a transfer to another campus.
[See **Bullying**, 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.]
- 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 the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault. If the victim does not wish to transfer, the district will transfer the assailant in accordance with policy FDE.

Service/Assistance Animal Use by Students

A parent of a student who uses a service/assistance animal because of the student's disability must submit a request in writing to the principal at least ten district business days before bringing the service/assistance animal on campus.

Students in the Conservatorship of the State (Foster Care)

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

[See also **Students in Foster Care** for more information.]

Students Who Are Homeless

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 also **Homeless Students** for more information.]

Students Who Have Learning Difficulties or Who Need Special Education Services

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

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

If the district determines that the evaluation is not needed, the district will provide the parent with prior written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parents of their rights, if they disagree with the district. The district is required to give parents the *Notice of Procedural Safeguards—Rights of Parents of Students with Disabilities*. Additional information regarding the Individuals with Disabilities Education Act (IDEA) is available from the school district in a companion document, *A Guide to the Admission, Review, and Dismissal Process*. Both documents may also be found at <http://framework.esc18.net/display/Webforms/LandingPage.aspx>.

The following websites provide information to those who are seeking information and resources specific to students with disabilities and their families:

- Texas Project First, at <http://www.texasprojectfirst.org>
- Partners Resource Network, at <http://www.partnerstx.org>

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education services is unavailable at the time of publication; please contact the campus Special Education Secretary for more information: 979-773-2254 ext. 281.

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 child 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 child is in need of services and supports under Section 504 to receive a free appropriate public education (FAPE), as this is defined in federal law.

The designated person to contact regarding a referral for evaluation applicable to Section 504 is Rebecca French at 979-773-2254 ext. 282.

[Also see policy FB.]

SECTION II: OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS

Topics in this section of the Student Handbook contain important information on academics, school activities, and school operations and requirements. Take a moment with your child to become familiar with the various issues addressed in this section. 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 high school office at 979-773-2254 ext 253.

ABSENCES/ATTENDANCE

Regular school attendance is essential for a student to make the most of his or her education—to benefit from teacher-led and school activities, to build each day's learning on the previous day's, and to grow as an individual. Absences from class may result in serious disruption of a student's mastery of the instructional materials; therefore, the student and parent should make every effort to avoid unnecessary absences. Two state laws—one dealing with the required presence of school-aged children in school, e.g., compulsory attendance, the other with how a 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 age 19 or older has more than five unexcused absences in a semester, the district may revoke the student's enrollment. The student's presence on school property thereafter would be unauthorized and may be considered trespassing. [See policy FEA.]

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

A student 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, if the student comes to school or returns to school on the same day as the appointment. A note from the health-care provider must be submitted upon the student's arrival or return to campus; and
- For students in the conservatorship (custody) of the state,
 - An activity required under a court-ordered service plan; or
 - Any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours.

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

Secondary Grade Levels

In addition, a junior **may be permitted 1 day** and a senior **may be permitted two days** absence(s) related to visiting a college or university will be considered an exemption **(from compulsory attendance), in accordance with board** policy FEA(LOCAL), the student receives approval from the campus principal, follows the campus procedures to verify such a visit, and makes up any work missed.

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.

Age 19 and Older

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

Between Ages 6 and 19

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

If you have questions about your student and the effect of his or her absences from school, please contact the facilitator or any other campus administrator.

A court of law may also impose penalties against a student’s 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 on ten or more days or parts of days within a six-month period in the same school year, the district, in most circumstances, will refer the student to truancy court.

[See policy FEA(LEGAL).]

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

To receive credit or a final grade in a class, a student must attend at least 90 percent of the days the class is offered. A student who attends fewer than 90 percent of the days the class is offered 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 (All Grade Levels)

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.

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 (All Grade Levels)

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 age 18 or older or is an emancipated minor under state law. A phone call from the parent may be accepted, but the district reserves the right to require a written note.

The campus will document in its attendance records for the student whether the absence is considered by the district to be excused or unexcused. Please note that, unless the absence is for a statutorily allowed reason under compulsory attendance laws, the district is not required to excuse any absence, even if the parent provides a note explaining the absence. Notes received after two days of any absence will be placed in the student's attendance file for the attendance review committee, but may not change any attendance accounting.

The campus issues electronic notification of a student's absence at the end of each day. Depending on the contact information submitted, the notification may be a text message or an email. A parent may respond to the email notification within two days.

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

Upon return to school, a student absent for more than three (3) 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 (Secondary Grade Levels Only)

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) form may be obtained from the office, which the student will need to submit to DPS upon application for a driver license.

ACCOUNTABILITY UNDER STATE AND FEDERAL LAW (All Grade Levels)

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

- The Texas Academic Performance Report (TAPR) for the district, compiled by TEA, the state agency that oversees public education, based on academic factors and ratings;

- A School Report Card (SRC) for each campus in the district compiled by TEA based on academic factors and ratings;
- The district's financial management report, which will include the financial accountability rating assigned to the district by TEA;
- The performance ratings of the district's evaluation of community and student engagement using the indicators required by law; and
- Information compiled by TEA for the submission of a federal report card that is required by the No Child Left Behind Act.

Information about all of these can be found on the district's website. Hard copies of any reports are available upon request to the district's administration office.

TEA also maintains additional accountability and accreditation information at <http://www.texaschoolaccountabilitydashboard.org> and <http://www.tea.texas.gov>.

AWARDS AND HONORS (All Grade Levels)

An annual awards program is conducted each academic school year during the month of May. All students are encouraged to attend. Individuals that will be receiving awards will receive an invitation by mail.

Letter Jacket Awards

Students may earn a letter jacket in the following extracurricular activities: Athletics, Band, UIL Academics and UIL One Act Play. Students may be presented with only one (1) letter jacket during his/her entire high school career. Students may purchase additional patches that indicate the event and level of competition. UIL places limits on the types of awards and recognition that student may receive from the school.

The value of participating in Academic UIL far exceeds the recognition and awards that are associated with successful participation. For Academic UIL, students who earn 1st, 2nd, 3rd place in any one event at the district level and advances to the Regional contest is eligible to receive a letter jacket. Members of a first place Team that advances to the Regional contest are eligible to receive a Letter Jacket. Members of the Cross Examination Debate who place 1st or 2nd place and advance to the State contest, is eligible for a Letter Jacket. The members of the One Act Play that advances to the Regional contest are eligible for a Letter Jacket.

Silver Cord of Service

The campus is developing a plan to recognize students at graduation for their service and leadership endeavors. More information will be provided in an addendum to the handbook.

Implemented in 2016, the "Silver Cord of Service" is a graduation honor that has been designed to recognize those individuals who contribute to the school and the community. Each students are to track their school and community activities. In May each year students are requested to complete a service log. Students who turn in their completed logs as requested and prior to the awards program, may receive additional recognition at that time. Generally, any given school

year a students should have at least 3 school activities with 20 hours of community service or 6 school activities with 10 hours of community service. Summer activities may be included for underclassmen, but not for graduates. Summer activities considered would begin with the year that a student entered high school. Activities and service will be considered for time enrolled as an LHS Student.

Number of Years at LHS	School Activities	Service Hours
4	12/24	80/40
3	9/18	60/30
2	6/12	40/20
1	3/6	20/10

The purpose of this endeavor is multi-fold: recognize and encourage students for their involvement in school activities, to recognize and encourage involvement in community and service events, and to create a record or portfolio of a student's activities for college/scholarship applications.

BULLYING (All Grade Levels)

Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic methods, or physical conduct against another student on school property, at a school-sponsored or -related activity, or in a district operated vehicle, and the behavior:

- Results in harm to the student or the student's property;
- Places a student in reasonable fear of physical harm or of damage to the student's property; or
- Is so severe, persistent, and pervasive that it creates an intimidating, threatening, or abusive educational environment.

This conduct is considered bullying if it exploits an imbalance of power between the student perpetrator(s) and the student victim and if it interferes with a student's education or substantially disrupts the operation of the school.

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. In some cases, bullying can occur through electronic methods, called "cyberbullying."

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, school counselor, principal, or another district employee as soon as possible to obtain assistance and

intervention. The administration will investigate any allegations of bullying or other related misconduct.

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

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

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

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

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

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



TipTXT - LISD's Anonymous Tip Line
Simply text your anonymous tip to 979-476-8663

CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS (Secondary Grade Levels Only)

The district offers career and technical education programs in the following areas: Agriculture Science, Information Technology, Criminal Justice, Education and Training, and Health Science Technology. Admission to these programs is based on student course selection and pre-requisite credit.

These programs will be offered without regard to race, color, national origin, sex, or disability. Lexington ISD will take steps to ensure that lack of English language skills will not be a barrier to admission and participation in all educational and CTE programs. [Also see **Nondiscrimination**

Statement for the name and contact information for the Title IX coordinator and Section 504 coordinator, who will address certain allegations of discrimination.]

CELEBRATIONS (All Grade Levels)

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 this circumstance. Occasionally, the school or a class may host certain functions or celebrations tied to the curriculum that will involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers for bringing food products.

[Also see **Food Allergies.**]

CHILD SEXUAL ABUSE AND OTHER MALTREATMENT OF CHILDREN (All Grade Levels)

The district has established a plan for addressing child sexual abuse and other maltreatment of children. 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.

As a parent, 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 (TDFPS) also

manages early intervention counseling programs. To find out what services may be available in your county, see

<http://www.dfps.state.tx.us/Prevention and Early Intervention/Programs Available In Your County/default.asp>.

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

- <https://www.childwelfare.gov/pubs/factsheets/whatiscan.pdf>
- http://kidshealth.org/parent/positive/talk/child_abuse.html
- <http://taasa.org/resources-2/>
- http://www.oag.state.tx.us/AG_Publications/txts/childabuse1.shtml
- http://www.oag.state.tx.us/AG_Publications/txts/childabuse2.shtml

Reports of abuse or neglect may be made to:

The CPS division of the TDFPS (1 800-252-5400 or on the web at <http://www.txabusehotline.org>).

CLASS RANK/HIGHEST-RANKING STUDENT (Secondary Grade Levels Only)

Class rank for seniors shall be based on a weighted grade point average using semester grades earned in grades 9–12. These semester grades shall be converted to grade points according to the District's weighted grade point scale. Class rank shall be calculated at the end of the sixth week of the fourth nine-week grading period of the senior year. For the purpose of applications to institutions of higher education, the District shall also calculate class ranking as required by state law. The District's eligibility criteria for local graduation honors shall apply only for local recognitions and shall not restrict class ranking for the purpose of automatic admission under state law. [See EIC Legal/Local].

CALCULATION

The District shall include in the calculation of class rank only semester grades earned for high school credit in the following subjects: English, mathematics, science, social studies.

WEIGHTED GRADE SYSTEM

CATEGORIES

The District shall categorize and weight eligible courses as Advanced and Regular in accordance with provisions of this policy.

ADVANCED COURSES

Eligible AP, pre-AP, dual credit, and honors courses designated in appropriate District publications (this handbook, and if available at the time of publication, course selection guide) shall be categorized and weighted as Advanced courses.

REGULAR COURSES

All other eligible courses shall be designated as Regular courses.

WEIGHTED GRADE POINT AVERAGE (GPA)

The District shall convert grades earned in eligible courses to grade points in accordance with EIC Local and shall calculate a weighted GPA. For purposes of this policy, a letter grade earned in a dual credit course shall be assigned a numeric grade in accordance with policy.

Transferred Grades

When a student transfers grades for properly documented and eligible courses, the District shall assign weight to those grades, based on the categories and grade weight system used by the District, if a similar or equivalent course is offered to the same class of students in the District. In the event a numerical value cannot be obtained for the letter grade earned for a transferred course, a numeric grade shall be assigned in accordance with policy.

Local Gradation Honors

For the purpose of determining honors to be conferred during graduation activities, the District shall calculate class rank using grades available at the time of calculation at the end of the sixth week of the fourth nine-week grading period of the senior year.

For the purpose of applications to institutions of higher education, the District shall also calculate class ranking as required by state law. The District's eligibility criteria for local graduation honors shall apply only for local recognitions and shall not restrict class ranking for the purpose of automatic admission under state law. [See EIC(LEGAL)]

The valedictorian and salutatorian shall be the eligible students with the highest and second highest ranking, respectively. To be eligible for such recognition, a student must:

1. Have been continuously enrolled by the first school day after Labor Day in the District high school for the four semesters immediately preceding graduation;
2. Have completed the Recommended Program, the Advanced/Distinguished Achievement Program, or the foundation program with the distinguished level of achievement for graduation; and
3. Be graduating after exactly eight semesters of enrollment in high school.

Breaking Ties

In case of a tie in weighted GPAs after calculation to the thousandths place, the District shall recognize all students involved in the tie as sharing the honor and title.

Honor Graduates

The District shall recognize at the graduation ceremony the students in the graduating class with the ten highest class rankings.

Additional Components

The following courses have are identified as honors classes as referred to in the Texas Education Code, concerning extracurricular activities:

- All College Board advanced placement (AP) courses in all disciplines (weighted)
- High school/college concurrent (dual) enrollment classes that are included in the “Community College General Academic Course Guide Manual (Part One)” (weighted)
 - English Language arts
 - Languages other than English Levels IV-VII
 - Mathematics
 - Science
 - Social Studies, (including Advanced Studies in Social Studies and Advanced Studies in Economics)
- Additional courses identified by the district include:
 - All Pre-Advanced Placement (PreAP) courses in all core disciplines (weighted)
 - LOTE III or higher (non-weighted)
 - Anatomy and Physiology (weighted)

[For further information, see policy EIC.]

Beginning with students who entered grade 9 in the 2014–15 school year, a new graduation program is in effect. 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.

[For further information, see policy EIC.]

Beginning with students who entered grade 9 in the 2014–15 school year, a new graduation program is in effect. Therefore, class rank 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.

CLASS SCHEDULES (Secondary Grade Levels Only)

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

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

COLLEGE AND UNIVERSITY ADMISSIONS (Secondary Grade Levels Only)

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

*Beginning with ninth graders in the 2014–15 school year, to be eligible for automatic admission to a Texas four-year college or university, a student must be on track to graduate with the distinguished level of achievement under the foundation graduation program. This means that a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses.

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 of Texas at Austin during the summer or fall 2016 term, the University will be admitting the top eight 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.

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

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

COLLEGE CREDIT COURSES (Secondary Grade Levels Only)

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

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

- Enrollment in courses taught at other colleges or universities; and
- Certain CTE courses.

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

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

COMPLAINTS AND CONCERNS (All Grade Levels)

Usually student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or 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.

Should a parent or student feel a need to file a formal complaint, the parent or student should file a district complaint form within the timelines established in policy FNG(LOCAL). In general, the student or parent should submit the written complaint form to the campus principal. If 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 (All Grade Levels)

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 is Mrs. Katherine Bricker.

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.

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

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

COUNSELING

Academic Counseling

Elementary and Middle/Junior High School Grade Levels

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

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

High School Grade Levels

High school students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and early graduation procedures. Each year, high school students will be provided information on anticipated course offerings for the next school year 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 relate 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 (All Grade Levels)

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

[Also see **Substance Abuse Prevention and Intervention** and **Suicide Awareness**.]

COURSE CREDIT (Secondary Grade Levels Only)

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/Subject (All Grade Levels)

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 by passing an exam approved by the district's board of trustees on the essential knowledge and skills defined for that course or subject. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a nonaccredited school. The opportunity to take an examination to earn credit for a course or to be awarded a final grade in

a subject after the student has had prior instruction is sometimes referred to as “credit recovery.”

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

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

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

CREDIT BY EXAM FOR ADVANCEMENT/ACCELERATION—If a Student Has Not Taken the Course/Subject

A student will be permitted to take an exam 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 exams offered by the district are approved by the district’s board of trustees, and state law requires 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 exams are scheduled during the school year will be published in appropriate district publications and on the district’s website. The only exceptions to the published dates will be for any exams administered by another entity besides the district. In this case, 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 exam only once.

If a student plans to take an exam, 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.]

December 5-9, 2016 (second week of December, during HS EOC retesting)

January 9-13, 2017(second week of January)

June 19-22, 2017 (third week of June, during retesting)

August 7-11, 2017 (second week of August)

AP Testing (two week window set by the College Board)

May 1 – 12, 2017, specific test dates will be set on the district calendar after the College Board publishes their 2017 testing calendar

Kindergarten Acceleration

Students in Grades 1–5

A student in elementary school will be eligible to accelerate to the next grade level if the student scores at least 80 on each exam in the subject areas of language arts, mathematics, science, and social studies, a district administrator recommends that the student be accelerated, and the student's parent gives written approval of the grade advancement.

Students in Grades 6–12

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

DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION (All Grade Levels)

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

The board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person's race, color, religion, gender, national origin, disability, or any other basis prohibited by law. A copy of the district's policy is available in the principal's office and in the superintendent's office. [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, gender, national origin, disability, or any other basis prohibited by law, that negatively affects the student.

Harassment

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

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

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

Sexual Harassment and Gender-Based Harassment

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

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

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

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

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include, but not be limited to, offensive jokes, name-calling, slurs, or rumors; physical aggression or assault;

threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

Retaliation

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

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

Reporting Procedures

Any student who believes that he or she has experienced dating violence, discrimination, harassment, or retaliation should immediately report the problem to a teacher, school counselor, principal, or other district employee. The report may 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 a law enforcement or other regulatory agency notifies the district that it is investigating the matter and requests that the district delay its investigation, the district will resume the investigation at the conclusion of the agency's investigation.

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

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

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

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

DISCRIMINATION

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

DISTANCE LEARNING

All Grade Levels

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

The distance learning opportunities that the district makes available to district students are through Texas Virtual School Network. 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 may not recognize and apply the course or subject toward graduation requirements or subject mastery.

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

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

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

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

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

DISTRIBUTION OF LITERATURE, PUBLISHED MATERIALS, OR OTHER DOCUMENTS (All Grade Levels)

School Materials

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

The school yearbook, The Eagle is available for students to purchase.

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

Nonschool Materials

From Students

Students must obtain prior approval from the principal before selling, posting, circulating, or distributing more than 10 copies of written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any nonschool material must include the name of the sponsoring person or organization. The decision regarding approval will be made within two school days.

The principal has designated 600 Hallway as the location for approved nonschool 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 nonschool material without prior approval will be subject to disciplinary action in accordance with the Student Code of Conduct. Materials displayed without approval will be removed.

From Others

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

The principal has designated the 600 hallway and the annex hallway as the location for approved nonschool 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 noncurriculum-related student group meeting held in accordance with FNAB(LOCAL).
- Distribution for electioneering purposes during the time a school facility is being used as a polling place, in accordance with state law.

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

DRESS AND GROOMING (All Grade Levels)

General Guidelines for Student Dress and Grooming

Appropriate student dress and grooming are important factors in the safe and orderly operation of the schools. The district's dress code is established to teach grooming and hygiene, prevent disruption, and minimize safety hazards. Each student's appearance should reflect a positive image of the school and contribute to a distraction-free learning environment.

Our district values and needs the support of parents/guardians in upholding the district and campus dress and grooming guidelines. The student and his/her parent(s)/guardian(s) may determine the student's personal dress and grooming standards provided that the student's dress and grooming:

- shall not lead school officials to reasonably believe that such dress or grooming will disrupt, interfere with, disturb, or detract from school activities; and
- shall not create a health problem or safety hazard for the student or others.

Using these general guidelines and the specific guidelines listed below, school administrators **shall** have the final decision in determining and enforcing student dress and grooming standards at school and at all school-related activities.

Clothing:

Clothing should fit well, be modest and not be excessive in any particular manner (tight, loose, damaged, or revealing).

- All shirts should adequately cover the chest/torso/shoulders and have sleeves. If a decision has to be made, the standard unit of measurement will typically be a 3" sleeve length.
- Low cut (front or back), backless, see-through, or open layered tops are not permitted unless full coverage shirts with sleeves are worn underneath.

- Underclothing must be worn and shall not be seen. A bare midriff or undergarments shall not be revealed while sitting or standing.
- Shorts, skirts and dresses must be modest in length and overall fit. The bottom garment shall not be so short as to be obscured by the length of a top garment. If a decision has to be made, the standard unit of measurement will typically be a 6" inseam on shorts, 24" length on skirts, with the end result being longer than mid-thigh or three inches above the knee.
- Leggings, tights and spandex pants/capris/shorts designed to conform to the body and/or be layered shall be layered and be completely opaque or not worn independently. Tops worn with these types of base layers shall be long enough to provide coverage to mid-thigh or an additional bottom layer shall be added.
- Students will not wear garments with visual or written messages that promote inappropriate topics; i.e. drugs, alcohol, disrespect, tobacco, weapons, violence, vulgar or obscene language, or images that could be interpreted as derogatory toward any race, religion, gender or ethnicity.
- Students will not wear garments or a form of dress that represents current trends in gang activity (includes images and accessories).
- Shoes should not present a health or safety hazard, shoes must be worn at all times.
- All head coverings shall be removed inside the classrooms, during pledges and while eating inside. "Hoodie" hoods should not be worn inside the building/hallways. Head coverings that obscure the face are not permitted.
- Bedclothes, sleepwear and lounge wear shall be reserved for the home. House slippers are not appropriate for school wear.
- Outfits or components of outfits that create an overall feeling of a costume are not acceptable.

Jewelry and Body Art:

- Noisy, distracting, and/or excessive jewelry or accessories are prohibited
- Rope chains or any large metal chain may not be worn around the neck or body
- Earrings are allowed but no other body piercing jewelry is allowed
- Temporary tattoos, writing on the skin are not permitted
- Tattoos must be covered at all times

Hair:

The student's hairstyle must not detract from or interfere with the learning and school environment. Hair must be kept well groomed, neat, and clean at all times. Hair shall not interfere with the student's vision. The majority of an individual's hair must be a natural color as determined by the campus administrator. Non-natural hair coloring shall be unobtrusive and is generally discouraged. Mohawks and similar styles/haircuts will not be allowed.

Beards must be well trimmed and neat in appearance.

Principal's discretion:

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

Students participating in school-related activities, such as extracurricular or UIL activities or other special functions, may have a different dress or grooming code required by the sponsor, coach, or administration

Individual organizations may develop and enforce additional dress and grooming guidelines that meet the standards of the group. These guidelines may be more restrictive than those established by the district. Grooming and dress requirements may be modified to fit special events. The principal or designee prior to the event should approve modifications to the normal school day requirements.

All students are required to adhere to the district dress and grooming guidelines, as well as to any additional guidelines developed and approved for any specific group and/or events. Exceptions will be permitted for bona fide religious reasons. Parents are expected to be knowledgeable and supportive of the dress and grooming guidelines.

Dress and Grooming Violations

Students who come to school in violation of the district and/or campus dress code will have the option of correcting the violation or being placed in 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. Students who have a question about the appropriateness of an item should discuss the specific issue with the appropriate staff member before wearing the item. Repeated offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

Prom / Senior Trip Dress Code and Rules

Prom is considered a tasteful, formal attire event.

Boys-

- Boys must continue to meet all regular school dress code guidelines.

Girls-

- Generally all regular school dress code guidelines are in place, however, you may wear sleeveless and strapless style formalwear.

- Please be mindful that the construction of your formal attire does not excessively expose cleavage, side torso, midriff or areas below the waist line
- Please be mindful that the construction of your formal attire does not contain splits or venting that are in-modest or otherwise difficult to manage
- If you wear a formal that is not floor-length, the dress must still be in dress code.
- If you are not sure, see a campus administrator with a picture of the garment or the actual garment before prom.

All Students-

Prom/Senior Trip is a privilege, not a right. The Prom/Senior Trip is a school activity, regardless of where it is held, and all school rules apply.

- All music and style of dance are to be of a nature appropriate for a school activity. Inappropriate, vulgar, or suggestive music and dance will not be allowed.
- For safety reasons, any student that has been disciplined for alcohol, drinking, drug usage, fighting, or assaulting another student during the school year will not be allowed to attend.
- Students that have been assigned (or in) AEP during the school year cannot attend Prom/Senior Trip.
- Students that have been assigned (or in) ISS for 3 or more days during the spring semester cannot attend Prom/Senior Trip.
- Students suspended from school for 3 or more days during the spring semester may not attend Prom/Senior trip.
- Students will follow the UIL No Pass, No Play guidelines to be eligible to attend the prom.
- Students attending Prom/Senior Trip must comply with 90% state attendance Guideline.
- Students suspected of drinking will not be admitted.
- Alcohol or tobacco products are not allowed.
- Prom dates must be classified as a current high school student (9th-12th grade) or a recent graduate (not more than 20 years old).
- All Prom out-of-town/district guests' names must be turned into the office two weeks prior to Prom and the administration reserves the right to accept or reject any or all guests.
- Students must be in good standing with the school and any clubs or organizations. All outstanding debt, fines, fees, dues shall be paid. All issued equipment/uniforms that has been requested to be returned shall be returned.
- Middle School or Elementary students are not allowed as Prom dates or otherwise.
- Any student absent from school on Friday will not be allowed admission to the Prom on Saturday.
- The Principal or Assistant Principal reserves the right to remove any student or guest that is being inappropriate, disruptive, or is dressed inappropriately.

Disciplinary Review Committee

The campus administrator will select a committee made up of at least two campus teachers, campus behavior coordinator and the principal to review disciplinary records. This committee will determine who may or may not attend the Prom/Senior trip. This committee will also evaluate semester exam exemptions.

DRUG TESTING

Lexington ISD requires drug testing of any student in grades 9 – 12 who chooses to participate in extracurricular and co-curricular activities. Please see addendum for school policy and consent form. The signed parental acknowledgement should be on file. It is available as an addendum in this handbook. It is also available from the annual parent meeting introducing the policy, and the registrar's office.

ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES (All Grade Levels)

Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones

For safety purposes, the district permits students to possess personal mobile telephones; however, these devices must remain turned off 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 telecommunications devices such as netbooks, laptops, tablets, or other portable computers.

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

If a student uses a telecommunications device without authorization during the school day, the device will be confiscated. The student/parent may pick up the confiscated telecommunications device from the principal's office for a fee of \$15.

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

In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel. [See **Searches** and policy FNF.]

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

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** 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 Telecommunications 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

To prepare students for an increasingly technological society, the district has made an investment in the use of district-owned technology resources for instructional purposes; specific resources may be issued individually to students. Use of these technological resources, which include the district's network systems and use of district equipment, is restricted to approved purposes only. Students and parents will be asked to sign a user agreement (separate from this handbook) regarding use of these district resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Unacceptable and Inappropriate Use of Technology Resources

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

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as "sexting," will be disciplined 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 <http://beforeyoutext.com>, a state-developed program that addresses the consequences of engaging in inappropriate behavior using technology.

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

END-OF-COURSE (EOC) ASSESSMENTS

[See **Graduation** and **Standardized Testing**.]

Testing dates:

Monday, December 5 th	English I retest
Tuesday, December 6 th	Algebra I retest
Tuesday, December 6 th	US History retest, preferred
Wednesday, December 7 th	English II retest
Wednesday, December 7 th	Biology retest
Thursday, December 8 th	US History retest

Tuesday, March 28 th	English I (first and retest)
Thursday, March 30 th	English II (first and retest)

Tuesday, May 2 nd	Algebra I (first and retest)
Wednesday, May 3 rd	Biology (first and retest)
Thursday, May 4 th	US History (first and retest)

Monday, June 19 th	English I retest
Tuesday, June 20 th	Algebra I retest
Tuesday, June 20 th	US History retest, preferred
Wednesday, June 21 st	Biology retest
Wednesday, June 21 st	English II retest

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 a LEP student. However, pending the receipt of parental consent or denial of services, an eligible student will receive the services to which the student is entitled and eligible.

In order to determine a student's level of proficiency in English, the LPAC will use information from a variety of assessments. If the student qualifies for services and once a level of proficiency has been established, the LPAC will then designate instructional accommodations or

additional special programs the student will require to eventually become proficient at grade level work in English. Ongoing assessments will be conducted to determine a student's continued eligibility for the program.

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

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

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

Eligibility for initial and continuing participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL)—a statewide association overseeing interdistrict competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students involved in UIL athletic activities and their parents can access the UIL Parent Information Manual at <https://www.uil texas.org/athletics/manuals>; a hard copy can be provided by the coach or sponsor of the activity on request. To report a complaint of alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of TEA at (512) 463-9581 or curriculum@tea.texas.gov.

[See <http://www.uil texas.org> 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 an designated PreAP/Advanced Placement course; or an honors* or dual credit course in English language arts, mathematics, science, social studies, economics, or language other than English (LOTE) level III** —may not participate in extracurricular activities for at least three school weeks [*Anatomy & Physiology, and **LOTE III or higher are excluded based upon provisions in policy].
- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- A student is allowed in a school year up to 26 absences not related to post-district competition, a maximum of 10 absences for post-district competition prior to state, and a maximum of 3 absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will receive an unexcused absence.

Standards of Behavior

Sponsors of student clubs and performing groups such as the band, choir, and drill and athletic teams may establish standards of behavior—including consequences for misbehavior—that are stricter than those for students in general. If a violation is also a violation of school rules, the consequences specified by the Student Code of Conduct or by board policy will apply in addition to any consequences specified by the organization's standards of behavior. Students who have a pending In School Suspension or Out of School Suspension are prohibited from attending or participating in any extracurricular activities until they have fulfilled the obligation of the disciplinary assignment.

Offices and Elections

Certain clubs, organizations, and performing groups will hold elections for student officers. These groups include: Band, BPA, FCCLA, FFA, National Honor Society, Student Council.

Lexington High School has many opportunities for students to participate. Students should consult the constitution or by-laws of each organization for rules pertaining to office and election.

FEES (All Grade Levels)

Materials that are part of the basic educational program are provided with state and local funds at no charge to a student. A student, however, is expected to provide his or her own pencils,

paper, erasers, and notebooks and may be required to pay certain other fees or deposits, including:

- Costs for materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student accident insurance.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses, if offered.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- A reasonable fee for providing transportation to a student who lives within two miles of the school. [See **Buses and Other School Vehicles.**]
- A fee not to exceed \$50 for costs of providing an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program 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).
- Textbooks, IPADs, laptops, etc. are checked out to LISD students. Students are responsible for returning the items in the same condition as the item was in when checked out to the student. Fees/fines will be assessed as follows:
 - Creased page(s) \$.50/page
 - Torn page(s) \$2.00 (per page), 2 or more pages – total book replacement

- Damaged cover \$15.00
- Loose binding \$20.00 to total replacement of book
- Writing in book \$.50 - \$2.00
- Lost books Total replacement cost (district textbook coordinator will determine, varies by book)
- Technology Up to the cost for the district to fix or to replace items

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

FOOD AND DRINKS

It is understood that proper hydration is essential to prevent illness or injury to our student athletes and band members. Therefore, students are permitted to bring water with them to school. Water should be in a container that has a screw top lid and not in excess of 24 ounces. Any type of beverage in “convenience” cups with a straw or otherwise an open, disposable container is not permitted in any capacity. This includes before and after school.

Food shall be consumed in the cafeteria or on the patio only. Food from breakfast and lunch is to be consumed during the designated times only. Food should not be brought out of the designated eating locations. At the end of the breakfast/lunch period, food and trash should be disposed of properly in available trash containers. Food and trash should not be brought into the buildings.

FUNDRAISING (All Grade Levels)

Student groups or classes and/or parent groups may be permitted to conduct fundraising drives for approved school purposes. An application for permission must be made to the campus principal at least the semester before the event. [For further information, see policies FJ and GE.]

GANG-FREE ZONES (All Grade Levels)

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

GENDER-BASED HARASSMENT

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

GRADE-LEVEL CLASSIFICATION (Grades 9–12 Only)

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

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

GRADING GUIDELINES (All Grade Levels)

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

In grades 9-12, achievement is reported to parents as a numerical grade using a one hundred (100) point scale. Grades below seventy (70) are failing. Grades below eighty (80) may indicate insufficient mastery of coursework. No grade over one hundred (100) will be recorded on report cards or on the permanent record of any student. To earn credit for a course a student must earn a grade of 70 based upon course-level or grade-level standards, in addition to meeting 90% attendance requirements.

Students shall receive credit for satisfactory make-up work after an absence, including absences as a result of suspension, but shall receive a zero for any assignment or test not made up within the allotted time as specified by the teacher.

Grades are calculated with 40% daily grades and 60% test and major project grades. Each grading period there shall be an average of two daily grades per full calendar week and three major grades used in the calculations in all courses.

Semester grades for High School courses shall be calculated with the Semester Exam accounting for 1/5 (20%) of the semester grade. To calculate the semester grade: add the two nine week grades divide by two (2) multiply by point eight (.8) = 80% of semester grade. Then multiply exam grade by point two (.2) = 20% of semester grade. Add these two numbers together and this is the semester grade for the course.

All freshmen will be required to take all of their semester exams, unless they meet “Wildcard” provisions. Upperclassmen, based upon credits (sophomores, juniors and seniors) may be exempt from taking some of their exams. A student shall not be exempted from taking the end of the semester examination in any class unless he/she meets campus requirements. Campus criteria for exemptions will include an evaluation of attendance, grades, discipline, and personal responsibility items.

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

GRADUATION (Secondary Grade Levels Only)

Requirements for a Diploma for a Student Enrolled in High School Prior to the 2014–15 School Year

To receive a high school diploma from the district, a student who was enrolled in high school prior to the 2014–15 school year must successfully:

- 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; and
- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law.

[Also see **Standardized Testing** for more information.]

Requirements for a Diploma Beginning with the 2014–15 School Year

Beginning with students who entered grade 9 in the 2014–15 school year, as well as any currently enrolled high school student who decides to graduate under the foundation graduation program, 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.

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 the state-developed assessment used for entrance into Texas public universities to substitute for the requirement to meet satisfactory performance on an applicable EOC assessment, should a student choose this option. See the school counselor for more information on the state testing requirements for graduation.

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

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

[Also see **Standardized Testing** for more information.]

Minimum, Recommended, and Advanced/Distinguished Achievement Graduation Programs

Programs

For students who were enrolled in high school prior to the 2014–15 school year, the district offers the graduation programs listed in this section. Students enrolled in high school prior to the 2014–15 school year also have the option to pursue the foundation graduation program as described below. Note that permission to enroll in the Minimum Program as described in this section will be granted only if a written agreement is reached among the student, the student’s parent or person standing in parental relation, and the school counselor or appropriate administrator. In order for a student to take courses under the Minimum Program, the student must be at least 16 years of age; have completed at least two credits each in English language arts, math, science, and social studies courses that are required for graduation; or have failed grade 9 one or more times. [See policy EIF(LEGAL).]

All students who were enrolled in high school prior to the 2014–15 school year must meet the following credit and course requirements for graduation under the programs listed or may choose to pursue the foundation graduation program:

Courses	Number of Credits: Minimum Program	Number of Credits: Recommended Program	Number of Credits: Advanced/ Distinguished Achievement Program
English/Language Arts	4	4	4
Mathematics	3	4	4

Courses	Number of Credits: Minimum Program	Number of Credits: Recommended Program	Number of Credits: Advanced/ Distinguished Achievement Program
Science	2 or 3	4	4
Social Studies, including Economics	3 or 4	4	4
Physical Education*	1	1	1
Speech	0.5	0.5	0.5
Language other than English		2	3
Fine Arts	1	1	1
Locally required courses: Health ½ credit, Principles of Info. Technology 1 credit	1.5	1.5	1.5
Electives**	6.5 credits	4/5.5 credits	3/4.5 credits
Miscellaneous			Completion of 4 Advanced Measures***
TOTAL	22 credits	26 credits	26 credits

* 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, or social studies 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.

** State rules prohibit a student from combining a half-credit of a course for which there is an EOC assessment with another half-credit of an elective credit course to satisfy an elective credit requirement. However, the district will allow a student to satisfy a graduation requirement for which there are multiple options with one-half credit of one allowable option and one-half credit of another allowable option, if neither course has an EOC assessment.

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

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

Foundation Graduation Program

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

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

Graduating under the foundation graduation program will also provide opportunities to earn “performance acknowledgments” that will be acknowledged on a student’s transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy, in a dual credit course, on an AP or IB exam, on certain national college preparatory and readiness or college entrance exams, or for earning a state recognized or nationally or

internationally recognized license or certificate. The criteria for earning these performance acknowledgments are prescribed by state rules, and the school counselor can provide more information about these acknowledgments.

A student enrolled in high school prior to the 2014–15 school year has the option of graduating under the foundation graduation program rather than the programs identified above that would otherwise be applicable to that student. See the school counselor for additional information.

The foundation graduation program requires completion of the following credits:

Course Area	Number of Credits: Foundation Graduation Program	Number of Credits: Foundation Graduation Program With an Endorsement
English/Language Arts	4	4
Mathematics	3	4*
Science	3	4
Social Studies, including Economics	3	3
Physical Education**	1	1
Language other than English***	2	2
Fine Arts	1	1
Locally required courses		
Electives	5	7
Miscellaneous		Available Endorsements****: Science, Technology, Engineering, and Math Business and Industry Public Services Arts and Humanities Multidisciplinary
TOTAL	22 credits	26 credits

* In order to obtain the distinguished level of achievement under the foundation graduation program, which will be denoted on a student's transcript 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 of the four mathematics credits.

** 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.

*** 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.

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

Personal Graduation Plans for Students Under the Foundation Graduation Program

A personal graduation plan will be developed for each high school student who is subject to the requirements of the foundation graduation program. The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement. Attainment of the distinguished level of achievement entitles a student to be considered for automatic admission to a public four year college or university in Texas, depending on his or her rank in class. The school will review personal graduation plan options with each student entering grade 9 and his or her parent. Before the end of grade 9, a student and his or her parent will be required to sign off on a personal graduation plan that includes a course of study that promotes college and workforce readiness and career placement and advancement, as well as facilitates the transition from secondary to postsecondary education. The student's personal graduation plan will denote an appropriate course sequence based on the student's choice of endorsement.

Please also review TEA's Graduation Toolkit, available here:

<http://tea.texas.gov/communications/brochures.aspx>.

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

Please be aware that not all courses are offered at every secondary campus in the district. A student who wants to take a course not offered at his or her regular campus should contact the school counselor about a transfer or other alternatives. If the parents of at least 22 students

request a transfer for those students to take a course in the required curriculum other than fine arts or CTE, the district will offer the course for the following year either by teleconference or at the school from which the transfers were requested.

Certificates of Coursework Completion

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

Students With Disabilities

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 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).]

Please also be aware that if an ARD committee places a student with a disability on a modified curriculum in a subject area, the student will be automatically placed in the Minimum Program, if that program is applicable based on the school year in which the student entered high school, in accordance with state rules.

If a student receiving special education services is scheduled to graduate under the Minimum Program or in accordance with the provisions of his or her IEP, the student's ARD committee will determine whether the general EOC assessment is an accurate measure of the student's achievement and progress and, if so, whether successful performance is required for graduation, or whether an alternative assessment is more appropriate. STAAR Alternate 2 is the alternative assessment currently allowed by the state. [See **Standardized Testing** for additional information.]

ARD committees for students with disabilities who receive special education services and who are subject to the foundation graduation program 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:

- Senior Walk at LES (optional)
- Graduation practice (required for graduation ceremony participation)
- Baccalaureate Ceremony (coordinated and hosted by the Lexington area Ministerial Alliance, optional)
- Graduation Ceremony
- “Grad Bash” (coordinated by the parents of the graduating class, optional)

However, please keep in mind that participating in the activities and ceremonies is not synonymous with graduating. Ultimately, the final awarding of a diploma will be contingent upon the student’s completion of all applicable requirements for graduation.

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 or designee and given an opportunity to volunteer.

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

Graduation Expenses

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

Scholarships and Grants

Students who have a financial need according to federal criteria and who complete the Recommended Program or Advanced/Distinguished Achievement Program, for as long as those programs are in place, or who complete the foundation graduation program, may be eligible under the T.E.X.A.S. Grant Program for tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions.

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

HARASSMENT

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

HAZING (All Grade Levels)

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

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

[Also see **Bullying** and policies FFI and FNCC.]

HEALTH-RELATED MATTERS

Student Illness (All Grade Levels)

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 notifiable 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 (All Grade Levels)

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

- What is meningitis?

Meningitis is an inflammation of the covering of the brain and spinal cord. 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 websites for the Centers for Disease Control and Prevention, <http://www.cdc.gov>, and the Department of State Health Services, <http://www.dshs.state.tx.us>.

* Please note that the TDSHS requires at least one meningococcal vaccination for a student ages 11 to 12 or for a student enrolling in grades 7 through 12, and state guidelines recommend this vaccination be administered between ages 11 and 12, with a booster dose at 16 years of age. Also note that entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

[Also refer to **Immunization** for more information.]

Food Allergies (All Grade Levels)

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 by contacting the school nurse.

[Also see policy FFAF and **Celebrations**.]

Head Lice (All Grade Levels)

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 child will need to be picked up from school and to 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.

More information on head lice can be obtained from the TDSHS website at <http://www.dshs.state.tx.us/schoolhealth/lice.shtm>.

Physical Activity Requirements

School Health Advisory Council (SHAC) (All Grade Levels)

During the preceding school year, the district's School Health Advisory Council (SHAC) held 3 meetings. Additional information regarding the district's SHAC is available from the superintendent's office.

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** for additional information.]

Student Wellness Policy/Wellness Plan (All Grade Levels)

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

Other Health-Related Matters

Physical Fitness Assessment (Grades 3–12)

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

Vending Machines (All Grade Levels)

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 Cafeteria Manager [See policies at CO and FFA.]

Tobacco and E-Cigarettes Prohibited (All Grade Levels and All Others on School Property)

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

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

Asbestos Management Plan (All Grade Levels)

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's Asbestos Management Plan is available in the superintendent's office. If you have any questions or would like to examine the district's plan in more detail, please contact Allen Retzlaff, the district's designated asbestos coordinator, at 979-773-2254 ext. 242.

Pest Management Plan (All Grade Levels)

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 Allen Retzlaff, the district's IPM coordinator, at 979-773-2254 ext. 242.

HOMELESS STUDENTS (All Grade Levels)

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

For more information on services for homeless students, contact the district's homeless education liaison, Rebecca French at 979-773-2254 ext. 282.

[See also **Students Who Are Homeless.**]

HOMEWORK (All Grade Levels)

Students are required to complete homework as assigned. At the teacher discretion for excused extenuating circumstances, the student may be allowed to turn in work other than at the stipulated time. Failure to complete homework will result in a grade of zero unless designated by the teacher as "late work" which will receive a 10 point grade reduction per day that the homework is late. Assignments designated as "late work" *MUST* be turned in within 3 school days of the original due date for credit to be received. Teachers have the discretion to make alternative assignments for late or missing work.

Teachers may assign additional work to assure students who have been absent have sufficient opportunity to master the TEKS or to meet subject or course requirements. The assignments shall be based on the instructional objectives for the subject or course and may provide greater depth of subject matter than routine make-up work.

ILLNESS

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

IMMUNIZATION (All Grade Levels)

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 (TDSHS), Immunization Branch, can be honored by the district. This form may be obtained by writing the TDSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at <https://corequest.dshs.texas.gov/>. The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are: diphtheria, tetanus, and pertussis; 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 a member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a lifelong condition.

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

[For further information, see policy FFAB(LEGAL) and the TDSHS website:
<http://www.dshs.state.tx.us/immunize/school/default.shtm>.]

LAW ENFORCEMENT AGENCIES (All Grade Levels)

Questioning of Students

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

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

Students Taken Into Custody

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

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

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

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

Notification of Law Violations

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been 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 policies FL(LEGAL) and GRAA(LEGAL).]

LEAVING CAMPUS (All Grade Levels)

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

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

- For students in elementary and middle school, a parent or otherwise authorized adult must come to the office and sign the student out. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. For safety purposes and stability of the learning environment, we cannot allow you to go to the classroom or other area unescorted to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.
- For students in high school, the same process will be followed. If the student's parent will authorize the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office in advance of the absence, no later than two hours prior to the student's need to leave campus. A phone call received from the parent may be accepted, but the school may ultimately require a note to be submitted for documentation purposes. Once the office has received information that the student's parent consents to the student leaving campus, a pass will be issued to the student to hand to his or her teacher with the necessary information. The student must sign out through the main office and sign in upon his or her return, if the student returns the same day. If a student is 18 years of age or is an emancipated minor, the student may produce a note on his or her own behalf; however, parent contact may still be initiated. 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 student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school. Unless directed by the parent to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures as listed above. If a student is allowed to leave campus by himself or herself, as permitted by the student's parent, or if the student is age 18 or is an emancipated minor, the nurse will document the time of day the student was released. Students and parents should understand that the nurse has a service log indicating student's time in the clinic, and issues a pass to the office for the student's attendance file. Under no circumstances will a child in elementary or middle school be released unaccompanied by a parent or adult authorized by the parent.
- Students, who are on track to graduate, have passed all sections of their required state assessments may fill out a request for partial school day attendance. Students eligible for partial day attendance could include: those students participating in the career prep program and have job and are earning state graduation credit, those students who need fewer than six credits to graduate, and those students who are enrolled in college courses. These partial day students will need to sign out each day with the office, and where applicable, maintain communication with their teacher/staff contact (attendance clerk, counselor, DCP coordinator). Students are not permitted to loiter in the parking lot if they have early dismissal. Students who are unable to provide their own transportation will have a full day schedule developed.
- Whatever the reason, students should always sign out at the office when they leave campus. When a student returns to school, even the next day, they should check back in with the office to receive an admit slip.

During Lunch

Lexington High School is a closed campus; students may not leave campus during lunch. Students who leave during lunch will be subject to disciplinary consequences. Visitors are not permitted to attend lunch, unless they are the parent/guardians of the student they are visiting. The office does not facilitate off campus meal deliveries. Students are not permitted to be in their vehicles during lunch.

Students are not allowed to have food in the classroom or any other area other than the cafeteria during their assigned lunch time, unless under the direct supervision of a staff member. Party foods such as cupcakes, cakes, cookies or brownies are not allowed.

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 (All Grade Levels)

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 (All Grade Levels)

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

A student will be responsible for obtaining and completing the makeup work in a satisfactory manner and within the time specified by the teacher. A student who does not make up assigned work within the time allotted by the teacher will initiate the late work policy for that assignment and may ultimately receive a grade of zero for the assignment.

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 grade.” [See also **Attendance for Credit or Final Grade.**]

A student involved in an extracurricular activity must notify his or her teachers ahead of time about any absences.

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

DAEP Makeup Work

Grades 9–12

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

method, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FOCA(LEGAL).]

In-School Suspension (ISS) Makeup Work (All Grade Levels)

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).]

MEDICINE AT SCHOOL (All Grade Levels)

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.
- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container.
- Nonprescription medication, in the original, properly labeled container, provided by the parent along with a written request.
- Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.

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

For students at the elementary level, the student's 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 or principal.

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

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 (All Grade Levels)

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

- Title IX Coordinator, for concerns regarding discrimination on the basis of sex, including sexual harassment or gender-based harassment: Dr. Brad Schnautz, Superintendent, 8781 North Highway 77, Lexington, Texas 78947, 979-773-2254

- ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Mrs. Rebecca French, Special Programs Director, 8781 North Highway 77, Lexington, Texas 78947, 979-773-2254
- All other concerns regarding discrimination: See the superintendent, Dr. Brad Schnautz, 8781 North Highway 77, Lexington, Texas 78947, 979-773-2254

[See policies FB(LOCAL) and FFH(LOCAL).]

PARENTAL **AND FAMILY ENGAGEMENT** (All Grade Levels)

Working Together

Both experience and research tell us that a child's education succeeds best when there is good communication and a strong partnership between home and school. Your involvement 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 in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling**.]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conference**.]
- Becoming a school volunteer. [For further information, see policy GKG and **Volunteers**.]
- Participating in campus parent organizations. Parent organizations include: Athletic Association, Band Boosters, CTE Advisory Committees
- 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 Rebecca French at 979-773-2254 ext. 282.]

- 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**.]
- 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.
- 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.]

Parent Involvement Coordinator

The Parent Involvement Coordinator, who works with parents of students participating in Title I programs is Rebecca French and may be contacted at 979-773-2254 ext. 282.

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

Other Exams 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.

[Also see policy FFAA.]

PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE (All Grade Levels)

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**.]

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so

long as the silent activity does not interfere with or distract others. In addition, state law requires that each campus provide for the observance of one minute of silence at the beginning of the first class period when September 11 falls on a regular school day in remembrance of those who lost their lives on September 11, 2001.

[See policy EC for more information.]

PRAYER (All Grade Levels)

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

PROMOTION AND RETENTION

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

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.

[See **Standardized Testing**.]

High School Grade Levels

To earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards. Students are also expected to meet attendance for credit criteria.

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

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

RELEASE OF STUDENTS FROM SCHOOL

[See **Leaving Campus**.]

REPORT CARDS/PROGRESS REPORTS AND CONFERENCES (All Grade Levels)

Report cards with each student's grades or performance and absences in each class or subject are issued to parents at least once every 9 weeks.

At the end of the first three weeks of a grading period OR during the fourth week of a nine-week grading period, parents will be given a written progress report of their child's performance. If the student receives a grade lower than 70 in any class or subject at the end of

a grading period, the parent will be requested to schedule a conference with the teacher of that class or subject. [See **Working Together** for how to schedule a conference.]

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

Questions about grade calculation should first be discussed with the teacher; if the question is not resolved, the student or parent may request a conference with the principal in accordance with FNG(LOCAL).

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

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

RETALIATION

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

SAFETY (All Grade Levels)

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

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

Accident Insurance

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

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

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

Radio

Rockdale FM 98.5
Austin FM 100.7 KEYE -
Austin FM 98.1 KTBC -
AM 1300

TV

KVUE - Austin - Channel 24
Austin - Channel 42
Austin - Channel 7 Austin
KXAN - Austin - Channel 36



SAT, ACT, AND OTHER STANDARDIZED TESTS

[See **Standardized Testing.**]

SCHEDULE CHANGES

Will be accommodated when possible, but will only be made after review of a student's PGP, selected Program of Study, transcript, and 90% attendance rule. Typically, during the start of each semester, the counselor and registrar will be available for schedule change requests during lunch.

SCHOOL FACILITIES

Use by Students Before and After School (All Grade Levels)

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.

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

- cafeteria
- tutorials – specific classrooms with prior arrangements
- APK Gym – only when a coach is present for morning workouts
- Patio

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 students are granted permission to remain on campus in accordance with policy FNAB, students must leave campus immediately.

Conduct Before and After School (All Grade Levels)

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 (All Grade Levels)

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 (All Grade Levels)

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

Free and reduced-price meals are available based on financial need or household situation. Information about a student's participation is confidential; 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 notifies the district that a student's information should not be disclosed. A parent's decision will not affect the child's eligibility for free and reduced price meals or free milk. See the back to school forms, or Mrs. Kathy Lamb to apply for free or reduced price meal services.

It is the parents' and student's responsibility to monitor the student's lunch account. Parents are strongly encouraged to continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the student. The student will be allowed to continue purchasing meals unless repeated attempts to obtain balance owed are ignored, then the student will no longer be allowed to charge. A plan will be presented the parent with a schedule of repayment for any outstanding account balance. If the district is unable to work out an agreement with the student's parent on replenishment of the student's meal account and payment of any outstanding balance, the student will receive an alternate meal.

With MySchoolBucks you can view and pay* balances and charges made in the lunch rooms. After you have registered for a free account and added a student to your account, you can view current charges, view current balance, pay* current balance, or add* money to the student account. You will need a student's 6 digit ID Number to add students to your account, this is the same number that is used to login to Gradespeed to check grades.

To setup a free account, please access the link below and choose REGISTER FOR A FREE ACCOUNT

www.myschoolbucks.com

* There is \$1.95 charge applied to all payments made through the system. You can view balances and charges for free. The system is free to sign-up, however there is a charge to make payments. When you decide to make a payment, the system will show you before you pay what the handling charge. The handling/process fee is paid to the processing company, LISD does not receive any portion of the processing fee.

Library (All Grade Levels)

The library is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. The library is open for independent student use during the following times with a teacher permit:

- With teacher permit during regular class time:
- 7:30 – 7:40 a.m. - Tuesday - Friday
- 12:15 – 12:45 p.m. – Monday – Friday
- 3:30 – 4:00 p.m. Monday - Thursday

Meetings of Noncurriculum-Related Groups (Secondary Grade Levels Only)

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

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

SEARCHES

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

Students' Desks and Lockers (All Grade Levels)

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 in athletics, band or a welding class will be the only students assigned lockers.

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 suspicion 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.

Telecommunications and Other Electronic Devices (All Grade Levels)

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** for more information.]

Vehicles on Campus (Secondary Grade Levels Only)

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 also the Student Code of Conduct.]

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

Trained Dogs (All Grade Levels)

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.

Metal Detectors (All Grade Levels)

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

Drug Testing (Secondary Grade Levels Only)

Lexington ISD requires drug testing of any student in grades 9 – 12 who chooses to participate in extracurricular and co-curricular activities. Please see addendum for school policy and consent form. The signed parental acknowledgement should be on file. It is available as an addendum in this handbook. It is also available from the annual parent meeting introducing the policy, and the registrar's office.

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

SEXUAL HARASSMENT

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

SPECIAL PROGRAMS (All Grade Levels)

The district provides special programs for gifted and talented students, homeless students, bilingual students, migrant students, students with limited English proficiency or 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 office.

STANDARDIZED TESTING

Secondary Grade Levels

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

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

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

TSI (Texas Success Initiative) Assessment

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

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3–8

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

- Mathematics, annually in grades 3–8
- Reading, annually in grades 3–8

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

Successful performance on the reading and math assessments in grades 5 and 8 is required by law, unless the student is enrolled in a reading or math course intended for students above the student's current grade level, in order for the student to be promoted to the next grade level. [See **Promotion and Retention** for additional information.]

STAAR A will be available for an eligible student with a Section 504 accommodation plan who has been identified with dyslexia or a related disorder, as well as for a student receiving special education services, if the student meets state-established criteria and requires certain instructional and assessment accommodations on a routine basis.

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

STAAR L is a linguistically accommodated assessment that is available for certain limited English proficient (LEP) students, as determined by the student's Language Proficiency Assessment Committee (LPAC). A Spanish version of STAAR is also available to students through grade 5 who need this accommodation.

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

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

- Algebra I
- English I and English II
- Biology
- 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 A will be available for an eligible student with a Section 504 accommodation plan who has been identified with dyslexia or a related disorder, as well as for a student receiving special education services, if the student meets state-established criteria and requires certain instructional and assessment accommodations on a routine basis.

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

A student's ARD committee for students receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan.

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

[Also see **Graduation** 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 (All Grade Levels)

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

Please contact Rebecca French, who has been designated as the district's foster care liaison, at central office with any questions.

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

STUDENT SPEAKERS (All Grade Levels)

The district provides students the opportunity to introduce the following school events: Veteran's Day, Cultural Awareness Events, and Local Extra Curricular Events. If a student meets the eligibility criteria and wishes to introduce one of the school events listed above, the student should submit his or her name in accordance with policy FNA(LOCAL).

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

SUBSTANCE ABUSE PREVENTION AND INTERVENTION (All Grade Levels)

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: <http://www.dshs.state.tx.us/mhsa-child-adolescent-services/>.

SUICIDE AWARENESS (All Grade Levels)

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 <http://www.texasuicideprevention.org> or contact the school counselor for more information related to suicide prevention services available in your area.

SUMMER SCHOOL (All Grade Levels)

The primary purpose of summer school at LHS will be to meet intervention requirements for students who did not meet expectations on state assessments.

TARDIES (All Grade Levels)

A student who is tardy to class initiates the tardy policy for that class period, and risks being assigned to detention hall. Repeated instances of tardiness will result in more severe disciplinary action, in accordance with the Student Code of Conduct.. If a student is more than 10 minutes late for a class, he/she will be counted absent for that class period

A student who is tardy to class on multiple occasions will be assigned to detention hall. Teachers record tardies and assign detentions. Tardies are monitored by the grading period for individual periods by individual teachers.

- First – Warning
- Second – Warning
- Third – Teacher assigned 1hr ASD and teacher parent contact
- Fourth – Teacher assigned 1hr ASD and teacher parent contact
- Fifth – Teacher assigned 2hr ASD and teacher parent contact
- Sixth and subsequent – Office Referral

Failure to serve assigned ASD for tardies will result in an Office Referral.

TEXTBOOKS, ELECTRONIC TEXTBOOKS, TECHNOLOGICAL EQUIPMENT, AND OTHER INSTRUCTIONAL MATERIALS (All Grade Levels)

Textbooks and other district-approved instructional materials are provided to students free of charge for each subject or class. Any books must be covered by the student, as directed by the teacher, and treated with care. Electronic textbooks and technological equipment may also be provided to students, depending on the course and course objectives. A student who is issued a

damaged item should report the damage to the teacher. Any student failing to return an item in acceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage paid for by the parent; however, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

TRANSFERS (All Grade Levels)

The principal is authorized to transfer a student from one classroom to another.

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

TRANSPORTATION (All Grade Levels)

School-Sponsored Trips

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

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. Secondary students living inside the loop do not have access to transportation services.

Bus routes and stops will be designated annually, and any subsequent changes will be posted at the school and on the district's website. For the safety of the operator of the vehicle and all passengers, students must board buses or other vehicles only at authorized stops, and drivers must unload passengers only at authorized stops.

A parent may also designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated facility or residence must be on an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, you may contact James Marburger at 979-773-2254 ext 259.

[See the Student Code of Conduct for provisions regarding transportation to the 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 on 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.

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 (All Grade Levels)

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

VIDEO CAMERAS (All Grade Levels)

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

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

VISITORS TO THE SCHOOL (All Grade Levels)

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.

Visitors Participating in Special Programs for Students

On occasion, 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 (All Grade Levels)

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 Rebecca French at central office for more information and to complete an application.

VOTER REGISTRATION (Secondary Grade Levels Only)

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

WITHDRAWING FROM SCHOOL (All Grade Levels)

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

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

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

Glossary

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

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

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

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

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

EOC 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 exams will be given in English I, English II, Algebra I, Biology, and United States History.

FERPA refers to the federal Family Educational Rights and Privacy Act that grants specific privacy protections to student records. The law contains certain exceptions, such as 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 districtwide tests; whether successful completion of state-mandated assessments is required for graduation, etc.

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

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

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

PGP stands for Personal Graduation Plan, which is required for high school students beginning with ninth graders in the 2014–15 school year, 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.

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 achievement assessments, effective beginning with certain students for the 2011–2012 school year.

STAAR A is an accommodated version of the STAAR that is available for certain students who receive special education services or students who have been identified as dyslexic.

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

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

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

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 I: Freedom From Bullying Policy

Note to handbook developer: Because state law requires that the district's policy on bullying be distributed in its Student Handbook(s), the following has been formatted for you to more easily insert the district's FFI(LOCAL) policy here rather than in the body of the handbook itself.

BULLYING PROHIBITED

The District prohibits bullying as defined by policy FFI(LOCAL). 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:

1. 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
2. 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:

1. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and
2. 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).

ACCESS TO POLICY AND PROCEDURES

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's Web site, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

APPENDIX II: Mandatory random drug testing and acknowledgement form

PURPOSE

The purposes of the drug-testing program are to prevent injury, illness, and harm resulting from the use of illegal and performance-enhancing drugs; help enforce a drug-free educational environment; deter student use of illegal and performance-enhancing drugs; and educate students regarding the harm caused by the use of illegal and performance-enhancing drugs.

DISTRIBUTION OF POLICY

The District shall provide each parent and student a copy of the drug-testing policy and consent form prior to the student's participation in an affected activity.

ORIENTATION MEETINGS

The District shall conduct meetings with parents and interested student participants prior to the beginning of the fall practice period. District employees shall explain the drug-testing program, review the policy and consent form, and provide an educational presentation on the harmful effects of drug abuse. Student attendance at the orientation meeting is mandatory; however, parent attendance is not required.

CONSENT

Before a student is eligible to participate in extracurricular or co-curricular activities, the student shall be required annually to sign a consent form agreeing to be subject to the rules and procedures of the drug-testing program. If the student is under the age of 18, the student's parent or guardian shall also sign a consent form. If appropriate consent is not given, the student shall not be allowed to participate in extracurricular activities.

USE OF RESULTS

Drug test results shall be used only to determine eligibility for participation in extracurricular and co-curricular activities. Positive drug test results shall not be used to impose disciplinary sanctions or academic penalties. Nevertheless, nothing in this policy shall limit or affect the application of state law, local policy,

or the Student Code of Conduct. A student who commits a disciplinary offense shall be subject to consequences in accordance with the Student Code of Conduct.

Nevertheless, nothing in this policy shall limit or affect the application of state law, local policy, or the Student Code of Conduct. A student who commits a disciplinary offense shall be subject to consequences in accordance with the Student Code of Conduct.

CONFIDENTIALITY

Drug-testing results shall be confidential and shall be disclosed only to the student, the student's parents, and designated District officials who need the information in order to administer the drug-testing program. Drug test results shall not be maintained with a student's academic record. Results shall not be otherwise disclosed except as required by law.

TESTING LABORATORY

The Board shall contract with a certified drug-testing laboratory to conduct testing of students' urine samples.

Testing laboratories shall not release statistics regarding the rate of positive drug tests to any person or organization without consent of the District.

SUBSTANCES FOR WHICH TESTS ARE CONDUCTED

The District shall make available to students and parents a list of the exact substances for which tests will be conducted.

COLLECTION PROCEDURES

Personnel from the drug-testing laboratory shall collect urine samples under conditions that are no more intrusive than the conditions experienced in a public restroom. When selected for testing, a student shall be escorted to the school's testing site by a District employee and shall remain under employee supervision until the student provides a sample. A student shall produce a sample within a closed restroom stall. A District employee of the same gender as the student shall be present when any samples are collected.

RANDOM TESTING

Random tests shall be conducted on as many as six dates throughout the school year. No less than ten percent and no more than 20 percent of the students participating in the program shall be randomly selected for each random test date. The drug-testing laboratory shall use a random selection method to identify students chosen for random testing. Students shall not receive prior notice of the testing date or time.

REFUSAL TO TEST OR TAMPERING

A student who refuses to be tested when selected or who is determined to have tampered with a sample shall be deemed to have a positive test result and shall be subject to the appropriate consequences depending on previous positive test results, if any.

If a student is absent on the day of the random test, a sample shall be collected on the next random testing date

CONFIRMATION OF POSITIVE RESULTS

An initial positive test shall be confirmed by a second test of the same specimen before being reported as positive.

Upon receiving results of a positive drug test, the District shall schedule a meeting with the student, the student's parent if the student is under the age of 18, and the coach or sponsor of the extracurricular or co-curricular activity, as applicable, to review the test results and discuss consequences.

The student or parent shall have five school days following the meeting to provide a medical explanation for a positive result.

RETESTING

If the student wishes to return to participation in extracurricular or co-curricular activities after any applicable consequences, the student must be retested at the end of the period of suspension and have a negative test result; following that, the student shall be retested on the next three random test dates so long as the student wishes to participate in extracurricular or co-curricular activities.

DRUG ABUSE PREVENTION

The District shall notify the parent and student of drug abuse prevention resources available in the area.

Consequences of positive test results shall be cumulative through the student's enrollment in the district.

CONSEQUENCES FIRST OFFENSE

Upon a first offense of receiving a confirmed positive drug test, a student shall be suspended from any extracurricular and co-curricular activity 21 calendar days following the date the student and parent are notified of the test results.

During the period of suspension, the student may participate in practices but not in any competitive activities or performances.

SECOND OFFENSE

Upon a second offense of receiving a confirmed positive drug test, a student shall be suspended from any extracurricular and co-curricular activity 60 calendar days following the date the student and parent are notified of the test results.

During the period of suspension, the student may participate in practices but not in any competitive activities or performances.

THIRD OFFENSE

Upon a third offense of receiving a confirmed positive drug test, a student shall be suspended from participation in any extracurricular and co-curricular activity for one calendar year following the date the student and parent are notified of the test results.

APPEALS

A student or parent may appeal a decision made under this policy in accordance with FNG(LOCAL). The student shall be ineligible for participation in extracurricular activities while the appeal is pending.



COMPLIANCE CONSORTIUM CORPORATION

Procedural Example for Uneventful Collection

- Day of testing, staff prepare restrooms in as unobtrusive an area as possible
- Restrooms are inspected
- Water access is restricted in restrooms. Blue dye is placed in the toilets and sinks are secured.
- Students are brought to screening area
- Collector verifies laboratory name, address, and specimen ID number are printed on CCF and required number of copies are provided
- Donor portion of CCF is completed by student.
- Collector reviews collection instructions with student and provides specimen container
- Collector has student remove any unnecessary outer clothing (coats, sweaters, etc...) and leave any personal belongings (purses, backpacks, etc...) outside of restroom
- Student is instructed to enter restroom and provide specimen
- Student provides specimen in container to collector
- Both student and collector are required to maintain visual contact with the specimen until tamper-evident seal is placed on container
- Collector verifies that specimen temperature is between 90-100 degrees F
- Collector inspects specimen for unusual color or other signs of adulteration
- Collector checks specimen to verify that sufficient volume has been provided
- Collector splits specimen into 2 containers
- Collector affixes specimen bottle seals to the containers and asks student to initial the seals indicating that it is their specimen.
- Student is then excused while container and laboratory copies of CCF are sealed in specimen bag
- Employer copy of CCF is provided to designated school representative
- Collector either drops specimen directly with laboratory or ships specimens overnight to laboratory

The Premier Federally Regulated Drug Testing Company

Post Office Box 932
Belton, Texas, 76513

Toll Free 800-303-0281 • Voice (254) 939-9691
Fax (254) 939-9230 • Email: ccc@nodope.net

Student Name: _____ School Year _____
(Print Full Legal Name)

**Lexington Independent School District
Student Drug Testing Program
Parental Notification and Consent Form**

_____ I acknowledge that the student named above participates in school-Sponsored extracurricular and/or co-curricular activity(ies) at Lexington ISD and, as such, is required to participate in the student drug testing program.

_____ The student named above does not have my consent to participate in the District's drug testing program. According to the Lexington ISD Student Drug Testing Policy I do understand that the student named above will not be able to do the following:

- Participate in extracurricular activities
- Participate in co-curricular activities

_____ The student named above does not participate in extracurricular activities at Lexington ISD. However, as parent/guardian, I give my consent for the student named above to participate in the District's drug testing program.

I acknowledge that I have received a copy of Board Policy FNF and the Administrative Procedures for the Lexington ISD Mandatory Drug Testing Program for Students Participating in extracurricular and/or co-curricular activities. I have read and understand the purposes, requirements, and consequences of the drug testing program as described in those documents. I acknowledge that the Medical Review Officer will contact the student's parent or adult student through the Lexington ISD contact person if a drug test is positive. The purpose of this contact with the Medical Review Officer is to determine if there is an acceptable reason for the positive test result, in which case the test result will be considered negative.

Parent / Guardian Signature: _____

Student Signature: _____

Date: _____ -

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Lexington Middle School Parent/Student Handbook



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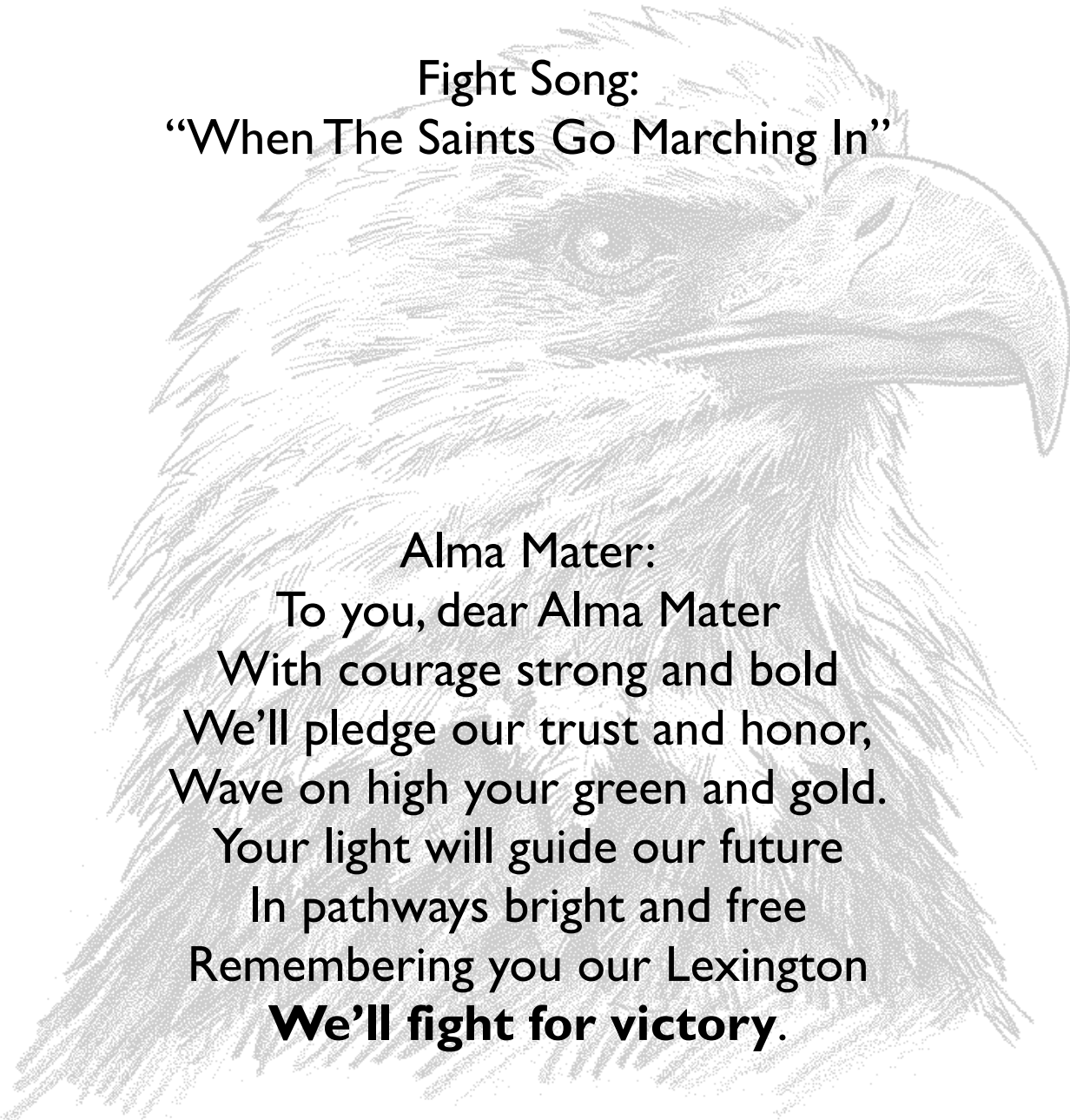
Lexington ISD does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing education or providing access to benefits of education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1972; Section 504 of the Rehabilitation Act of 1973, as amended.

LMS School Spirit Information

Mascot: Eagle

Colors: Green and Gold

Fight Song:
“When The Saints Go Marching In”



Alma Mater:
To you, dear Alma Mater
With courage strong and bold
We'll pledge our trust and honor,
Wave on high your green and gold.
Your light will guide our future
In pathways bright and free
Remembering you our Lexington
We'll fight for victory.

Lexington Middle School Personnel

Office	Electives and Ancillary
<i>William Paul - Principal</i>	<i>Joe Reynolds - Theatre Arts</i>
<i>Chrissy Hawley - Campus Secretary/Registrar</i>	<i>Denise Brademan - Technology</i>
<i>Candice Weiser - Counselor</i>	<i>Dana Goerner – Spanish</i>
<i>Debbie Johnson - Librarian</i>	<i>Rick Kutcher– Band</i>
<i>Sherri Iselt – Attendance Clerk</i>	<i>Ian Young – Band</i>
<i>Kirk Muhl – Athletic Director</i>	<i>Kellye Carter – Art</i>
	<i>Connie Moss - Dyslexia</i>
	<i>Michael Hobbs – PE/Coach</i>
Sixth Grade	
<i>Jennifer Lansford - Math</i>	<i>Lauren Robertson – PE/Health</i>
<i>Heather Hengst – Science/Skills for Success</i>	
<i>Cindy Jackson - Language Arts</i>	
	Special Education
<i>Sarah Vann – World Geography/Coach</i>	<i>Mary Sargent – Resource</i>
	<i>Katelyn Morgan – Inclusion/Coach</i>
Seventh Grade	
<i>Don Goerner – Math/Robotics</i>	GT/Advanced Classes
<i>Jennifer Mohr – Science/Outdoor Education</i>	<i>Donna Ross – Advanced ELA/GT</i>
<i>Stacey Green - Language Arts</i>	<i>Cortney Strickland- Advanced Math</i>
<i>Courtney Ward – History/Coach</i>	
	Instructional Aides
Eighth Grade	<i>Jackie Dodd - Library</i>
<i>Brittani Kimball – Math/Coach</i>	<i>Heather Halvorson– Inclusion Aide</i>
<i>Mary Goff – Science/Robotics</i>	<i>Tracie Aduddell - ISS</i>
<i>Ashlynn Boettcher - Language Arts/Career Portals</i>	<i>Karen Patschke - Nurse’s Aide</i>
<i>Connie Moss – History/Career Portals</i>	<i>Karen Wren - Content Mastery</i>

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PREFACE

To Students and Parents:

Welcome to school year 2015–16! 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 Lexington Middle School Student Handbook is designed to provide basic information that you and your child will need during the school year. The handbook is divided into two sections:

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

Section II—OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS—organized alphabetically by topic, 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 Lexington ISD Student Code of Conduct, which is a document adopted by the board and intended to promote school safety and an atmosphere for learning. That document may be found on the district’s website at www.lexingtonisd.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 current provisions of board policy and the Student Code of Conduct are to be followed.

Also, please be aware that the Student 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. Changes in policy or other rules that affect Student Handbook provisions will be made available to students and parents through newsletters or other communications. 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 Lexington Middle School at 979-773-2254.

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

1. Acknowledgment Form;
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, if you choose to restrict the release of information to these entities; and
4. Consent/Opt-Out Form.

[See **Objecting to the Release of Directory Information** on page 4 and **Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation** on page 5 for more information.]

Please note that references to policy codes are included so that parents can refer to current board policy. The district's official policy manual is available for review in the superintendent's office, and an unofficial electronic copy is available at www.lexingtonisd.net.

SECTION I: PARENTAL RIGHTS

This section of the Lexington Middle School Student Handbook includes information related to certain rights of parents as specified in state or 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 examination, test, or treatment is required under state or federal law regarding requirements for special education or by the Texas Education Agency (TEA) for child abuse investigations and reports.

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

Teachers may display students' work, which may include personally identifiable student information, in classrooms or elsewhere on campus as recognition of student achievement.

However, the district will seek parental consent before displaying students' artwork, special projects, photographs taken by students, original videos or voice recordings, and other original works on the district's website, a website affiliated or sponsored by the district, such as a campus or classroom website, and in district publications, which may include printed materials, videos, or other methods of mass communication.

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

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

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 cocurricular or extracurricular activity; or
- When it relates to media coverage of the school.

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

Prohibiting the Use of Corporal Punishment

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

If you do not want corporal punishment to be administered to your child as a method of student discipline, please return the form included in the forms packet OR submit a written statement to the campus principal stating this decision. A signed statement must be provided each year if you do not want corporal punishment to be administered to your child.

You may choose to revoke this prohibition at any time during the year by providing a signed statement to the campus principal. However, district personnel may choose to use discipline methods other than corporal punishment even if the parent requests that this method be used on the student.

Please note that if the district is made aware that a student is in temporary or permanent conservatorship (custody) of the state, through foster care, kinship care, or other arrangements, corporal punishment shall not be administered, even when a signed statement prohibiting its use has not been submitted by the student’s caregiver or caseworker.

Limiting Electronic Communications with Students by District Employees

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

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

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. This “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 as directory information: your child's name; address; telephone listing; electronic mail address; photography; honors and awards received; grade level; enrollment status; participation in officially recognized activities and sports; and weight and height, if a member of an athletic team. 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, honors, and awards received, grade level, and enrollment status. If you do not object to the use of your child's information for these purposes, the school must release this information when the school receives a request from an outside entity or individual.

Also review the information at **Authorized Inspection and Use of Student Records** on page 9.

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

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.

Participation in Third-Party Surveys

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

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

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

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

“Opting Out” 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 that this does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.
- Any 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:

Lexington Middle School uses a combination of Draw the Line and the McGraw Hill Glencoe state adopted Health textbook. Both of these curriculums are aligned with state and national standards in the instruction of Human Sexuality.

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. Please see the campus principal for additional information.

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

You may request that your child be excused from recitation of a portion of the Declaration of Independence. State law requires students in social studies classes in grades 3–12 to recite a portion of the text of the Declaration of Independence during Celebrate Freedom Week unless (1) you provide a written statement requesting that your child be excused, (2) the district determines that your child has a conscientious objection to the recitation, or (3) you are a representative of a foreign government to whom the United States government extends diplomatic immunity. [See policy EHBK(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 61 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 in 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

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.

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.]

Student Records

Accessing Student Records

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

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

Authorized Inspection and Use of Student Records

A federal law, known as the Family Educational Rights and Privacy Act, or FERPA, affords parents and eligible students certain rights with respect to the student's education records. For purposes of student records, an "eligible" student is one who is 18 or older or who is attending an institution of postsecondary education. These rights, as discussed in this section as well as at **Objecting to the Release of Directory Information** on page 4, are:

- The right to inspect and review student records within 45 days after the day the school receives a request for access.
- The right to request an amendment to a student 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 discloses personally identifiable information from the student's records, except to the extent that FERPA authorizes disclosure without consent.
- The right to file a complaint with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements. The name and address of the office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 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 becomes 18, is emancipated by a court, or enrolls in a postsecondary institution, control of the records goes to the student. The parents may continue to have access to the records, however, if the student is a dependent for tax purposes and under limited circumstances when there is a threat to the health and safety of the student or other individuals.

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

- When district school officials have what federal law 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 school, in order to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses information it has designated as directory information [see **Objecting to the Release of Directory Information** on page 4 for opportunities to prohibit this disclosure].

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

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: 8731N. Hwy 77, Lexington, TX 78947.

The address of the principals' offices are: 121 Third St., Lexington, TX 78947.

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 62, and **Complaints and Concerns** on page 24 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.lexingtonisd.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.

Teacher and Staff Professional Qualifications

You may request information regarding the professional qualifications of your child's teachers, including whether a teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; whether the teacher has an emergency permit or other provisional status for which state requirements have been waived; and undergraduate and graduate degree majors, graduate certifications, and the field of study of the certification or degree. You also have the right to request information about the qualifications of any paraprofessional who may provide services to your child.

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 <http://tea.texas.gov/index2.aspx?id=7995>.

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 or campus if your child has been determined by the district to have been a victim of bullying as the term is defined by Education Code 37.0832. Transportation is not provided for a transfer to another campus. See the principal for information.
- Consult with district administrators if your child has been determined by the district to have engaged in bullying and the board decides to transfer your child to another classroom or campus. Transportation is not provided for a transfer to another campus. [See **Bullying** on page 20, 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.]
- 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 the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault. If the victim does not wish to transfer, the district will transfer the assailant in accordance with policy FDE.

Service/Assistance Animal Use by Students

A parent of a student who uses a service/assistance animal because of the student's disability must submit a request in writing to the principal at least ten district business days before bringing the service/assistance animal on campus.

Students Who Have Learning Difficulties or Who Need Special Education Services

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

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

If the district determines that the evaluation is not needed, the district will provide the parent with prior written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parents of their rights, if they disagree with the district. The district is required to give parents the *Notice of Procedural Safeguards—Rights of Parents of Students with Disabilities*. Additional information regarding the Individuals with Disabilities Education Act (IDEA) is available from the school district in a companion document, *A Guide to the Admission, Review, and Dismissal Process*. Both documents may also be found at <http://framework.esc18.net/display/Webforms/LandingPage.aspx>.

The following websites provide information to those who are seeking information and resources specific to students with disabilities and their families:

- Texas Project First, at <http://www.texasprojectfirst.org>
- Partners Resource Network, at <http://www.partnerstx.org>

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education services is Ashton Booth at 979-773-2254.

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 child 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 child is in need of services and supports under Section 504 to receive a free appropriate public education (FAPE), as this is defined in federal law.

The designated person to contact regarding a referral for evaluation applicable to Section 504 is Candice Weiser at 979-773-2254.

[Also see policy FB.]

SECTION II: OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS

Topics in this section of the Student Handbook contain important information on academics, school activities, and school operations and requirements. Take a moment with your child to become familiar with the various issues addressed in this section. 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 Chrissy Hawley at 979-773-2254.

ABSENCES/ATTENDANCE

Regular school attendance is essential for a student to make the most of his or her education—to benefit from teacher-led and school activities, to build each day's learning on the previous day's, and to grow as an individual. Absences from class may result in serious disruption of a student's mastery of the instructional materials; therefore, the student and parent should make every effort to avoid unnecessary absences. Two state laws—one dealing with the required presence of school-aged children in school, e.g., compulsory attendance, the other with how a 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 **six 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 requires attendance in an accelerated reading instruction program when kindergarten, first grade, or second grade students are assigned to such a program. Parents will be notified in writing if their child is assigned to an accelerated reading instruction program as a result of a diagnostic reading instrument.

A student 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 arrival or return to campus; and
- 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 I at **Children of Military Families**, absences of up to five days will be excused for a student to visit with a parent, stepparent, or legal guardian who has been called to duty for, is on leave from, or immediately returned from certain deployments. Please see page 11 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, follows the campus procedures to verify such a visit, and makes up any work missed.

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.

Age 19 and Older

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

Between Ages 6 and 19

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

If you have questions about your student and the effect of his or her absences from school, please contact the 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 12–18 incurs unexcused absences on ten or more days or parts of days within a six-month period in the same school year, the district, in most circumstances, will refer the student to truancy court.

[See policy FEA(LEGAL).]

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

To receive credit or a final grade in a class, a student in kindergarten–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.]

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

- All absences, whether excused or unexcused, must be considered in determining whether a student has attended the required percentage of days. If makeup work is completed, absences for the reasons listed above at **Exemptions to Compulsory Attendance** will be considered 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 (All Grade Levels)

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 second period.

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 (All Grade Levels)

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. A phone call from the parent may be accepted, but the district reserves the right to require a written note.

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

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

Upon return to school, a student absent for more than 3 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 (Secondary Grade Levels Only)

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) form may be obtained from the office, which the student will need to submit to DPS upon application for a driver license.

ACCOUNTABILITY UNDER STATE AND FEDERAL LAW (All Grade Levels)

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

- The Texas Academic Performance Report (TAPR) for the district, compiled by TEA, the state agency that oversees public education, based on academic factors and ratings;
- A School Report Card (SRC) for each campus in the district compiled by TEA based on academic factors and ratings;
- The district's financial management report, which will include the financial accountability rating assigned to the district by TEA;
- The performance ratings of the district's evaluation of community and student engagement using the indicators required by law; and
- Information compiled by TEA for the submission of a federal report card that is required by the No Child Left Behind Act.

Information about all of these can be found on the district's website at www.lexingtonisd.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 <http://www.texaschoolaccountabilitydashboard.org> and <http://www.tea.texas.gov>.

AWARDS AND HONORS (All Grade Levels)

Students will be recognized for their efforts in Perfect Attendance, Honor Roll, and Citizenship. Student honor rolls are the "All A" Honor Roll and the "All A-B" Honor Roll. Grades that are reported on the nine week's report card will be used to determine honor roll status each reporting period. Grade levels may have incentive programs based on grades, behavior and effort. At the conclusion of the school year students will be recognized for their accomplishments for the school year at the grade level end of the year award ceremony. Typically grade level teachers determine honors and recipients.

BULLYING (All Grade Levels)

Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic methods, or physical conduct against another student on school property, at a school-sponsored or -related activity, or in a district operated vehicle, and the behavior:

- Results in harm to the student or the student's property,
- Places a student in reasonable fear of physical harm or of damage to the student's property, or
- Is so severe, persistent, and pervasive that it creates an intimidating, threatening, or abusive educational environment.

This conduct is considered bullying if it exploits an imbalance of power between the student perpetrator(s) and the student victim and if it interferes with a student's education or substantially disrupts the operation of the school.

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. In some cases, bullying can occur through electronic methods, called "cyberbullying."

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

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

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

Upon the recommendation of the administration, the board may, in response to an identified case of bullying, decide to transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the student may also be transferred to another campus in the district. The parent of a student who has been determined by the district to be a victim of bullying may request that his or her child be transferred to another classroom or campus within the district. [Also see **Safety Transfers/Assignments** on page 12.]

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

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

[Also see **Safety Transfers/Assignments** on page 12, **Dating Violence, Discrimination, Harassment, and Retaliation** on page 28, **Hazing** on page 49, policy FFI, and the district improvement plan, a copy of which can be viewed in the campus office.]

CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS (Secondary Grade Levels Only)

The district offers career and technical education programs in an array of pathways primarily at the high school levels. Entrance is typically based on student interest and completion or pre-requisite coursework

These programs will be offered without regard to race, color, national origin, sex, or disability. Lexington ISD will take steps to ensure that lack of English language skills will not be a barrier to admission and participation in all educational and CTE programs. [Also see **Nondiscrimination Statement** on page 59 for the name and contact information for the Title IX coordinator and Section 504 coordinator, who will address certain allegations of discrimination.]

CELEBRATIONS (All Grade Levels)

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 this circumstance. Occasionally, the school or a class may host certain functions or celebrations tied to the curriculum that will involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers for bringing food products.

[Also see **Food Allergies** on page 51.]

CHILD SEXUAL ABUSE AND OTHER MALTREATMENT OF CHILDREN (All Grade Levels)

The district has established a plan for addressing child sexual abuse and other maltreatment of children, which may be accessed at www.lexingtonisd.net. 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.

As a parent, 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 (TDFPS) also manages early intervention counseling programs. To find out what services may be available in your county, see

[http://www.dfps.state.tx.us/Prevention and Early Intervention/Programs Available In Your County/default.asp](http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp).

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

- <https://www.childwelfare.gov/pubs/factsheets/whatiscan.pdf>
- http://kidshealth.org/parent/positive/talk/child_abuse.html
- <http://taasa.org/resources-2/>
- http://www.oag.state.tx.us/AG_Publications/txts/childabuse1.shtml
- http://www.oag.state.tx.us/AG_Publications/txts/childabuse2.shtml

Reports of abuse or neglect may be made to:

The CPS division of the TDFPS (1-800-252-5400 or on the web at <http://www.txabusehotline.org>).

CLASS RANK / HIGHEST RANKING STUDENT (Secondary Grade Levels Only)

LMS students who take high school classes for graduation credit receive credit for taking the course. The course grade is not included in their final high school GPA. Please refer to the LHS Student handbook regarding coursework, GPA, and End of Course exams for high school classes.

[For further information, see policy EIC.]

Beginning with students who entered grade 9 in the 2014–15 school year, a new graduation program is in effect. 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.

CLASS SCHEDULES (Secondary Grade Levels Only)

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

[See **Schedule Changes** on page 65 for information related to student requests to revise their course schedule.]

COLLEGE AND UNIVERSITY ADMISSIONS (Secondary Grade Levels Only)

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

*Beginning with ninth graders in the 2014–15 school year, to be eligible for automatic admission to a Texas four-year college or university, a student must be on track to graduate with the distinguished level of achievement under the foundation graduation program. This means that a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses.

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 of Texas at Austin during the summer or fall 2016 term, the University will be admitting the top eight 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.

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

[See also **Class Rank/Highest Ranking Student** on page 22 for information specifically related to how the district calculates a student's rank in class and **Graduation Requirements** on page 45 for information associated with the foundation graduation program].

COLLEGE CREDIT COURSES (Secondary Grade Levels Only)

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

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

Note that if a student wishes to enroll in a community college course that also results in the award of high school course credit at a college that does not include the high school within its service area, the student is limited by state law to enroll in no more than three courses at that particular college.

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

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

COMPLAINTS AND CONCERNS (All Grade Levels)

Usually student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or 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.lexingtonisd.net.

Should a parent or student feel a need to file a formal complaint, the parent or student should file a district complaint form within the timelines established in policy FNG(LOCAL). In general, the student or parent should submit the written complaint form to the campus principal. If 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 (All Grade Levels)

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:

- Sarah Garrison - LHS
- William Paul - LMS
- Lynette Brown - LES

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.

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

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

COUNSELING

Academic Counseling

Elementary and Middle/Junior High School Grade Levels

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

High School Grade Levels

High school students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and early graduation procedures. Each year, high school students will be provided information on anticipated course offerings for the next school year 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 relate 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 (All Grade Levels)

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, emotional or mental health issues, or substance abuse. A student who wishes to meet with the school counselor should complete a form that is available in the middle school 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.

[Also see **Substance Abuse Prevention and Intervention** on page 72 and **Suicide Awareness** on page 72.]

COURSE CREDIT (Secondary Grade Levels Only)

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/Subject (All Grade Levels)

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 by passing an exam approved by the district's board of trustees on the essential knowledge and skills defined for that course or subject. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a nonaccredited school. The opportunity to take an examination to earn credit for a course or to be awarded a final grade in a subject after the student has had prior instruction is sometimes referred to as “credit recovery.”

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

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

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

CREDIT BY EXAM FOR ADVANCEMENT/ACCELERATION—If a Student Has Not Taken the Course/Subject

A student will be permitted to take an exam 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 exams offered by the district are approved by the district's board of trustees, and state law requires 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 exams are scheduled during the 2015–16 school year will be published in appropriate district publications and on the district's website. The only exceptions to the published dates will be for any exams administered by another entity besides the district. In this case, 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 exam only once.

If a student plans to take an exam, 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 6–12

A student in grade 6 or above will earn course credit with a passing score of at least 80 on the exam, a scaled score of 60 or higher on an exam administered through the CLEP, or a score of 3

or higher on an AP exam, as applicable. A student may take an exam to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school's high school course sequence, the student must complete the course.

District Credit by Exam Testing Dates

January 11th -15th

June 13th – 16th

July 11th-14th

December 7th – 11th

DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION (All Grade Levels)

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

The board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person's race, color, religion, gender, national origin, disability, or any other basis prohibited by law. 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.lexingtonisd.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, gender, national origin, disability, or any other basis prohibited by law, that negatively affects the student.

Harassment

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

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

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

Sexual Harassment and Gender-Based Harassment

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

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

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

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

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

Retaliation

Retaliation against a person who makes a good faith report of discrimination or harassment, including dating violence, is prohibited. Retaliation against a person who is participating in an investigation of alleged discrimination or harassment is also prohibited. A person who makes a

false claim or offers false statements or refuses to cooperate with a district investigation, however, may be subject to appropriate discipline.

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

Reporting Procedures

Any student who believes that he or she has experienced dating violence, discrimination, harassment, or retaliation should immediately report the problem to a teacher, school counselor, principal, or other district employee. The report may 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 a law enforcement or other regulatory agency notifies the district that it is investigating the matter and requests that the district delay its investigation, the district will resume the investigation at the conclusion of the agency's investigation.

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

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

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

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

DISCRIMINATION

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 28.]

DISTANCE LEARNING

All Grade Levels

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

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

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

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

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 may not recognize and apply the course or subject toward graduation requirements or subject mastery.

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

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

Depending on the TxVSN course in which a student enrolls, the course may be subject to the “no pass, no play” rules. [Also see **Extracurricular Activities, Clubs, and Organizations** on page 39.] 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 a similar course.

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

DISTRIBUTION OF LITERATURE, PUBLISHED MATERIALS, OR OTHER DOCUMENTS (All Grade Levels)

School Materials

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

The school yearbook is available to students, for purchase.

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

Nonschool Materials

From Students

Students must obtain prior approval from the principal before selling, posting, circulating, or distributing copies of written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any nonschool material must include the name of the sponsoring person or organization. After submitting publication to the office, the decision regarding approval will be made within two school days. Typically two copies will be approved to be displayed in the hallways and additional handouts are permitted to be left on the office counter.

[See policy FNAA.]

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

From Others

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

The principal has designated the office as the location for approved nonschool 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 noncurriculum-related student group meeting held in accordance with FNAB(LOCAL).
- Distribution for electioneering purposes during the time a school facility is being used as a polling place, in accordance with state law.

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

DRESS AND GROOMING (All Grade Levels)

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

Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the following:

- Shall not lead school officials to reasonably believe that such dress or grooming will disrupt interfere with, disturb, or detract from school activities; and
- Shall not create a health problem or safety hazard for the student or others.

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

Clothing

Students are not to wear clothing that is extreme in fit or appearance (tight, loose, revealing, long, sheer or short). Examples of unacceptable clothing according to this guideline include:

- Spandex, tights or leggings must be covered with clothing that extends longer than extended fingertips or mid-thigh, whichever is longer.
- Miniskirts, shorts or dresses of immodest length
- Tank tops or spaghetti straps
- Muscle shirts
- Strapless, low cut or backless shirts
- Garments with cuts or holes above the knees must be covered and/or patched in such a way that skin does not show through.
- Midriff tops (standing or sitting)
- Sagging pants or shorts (with or without a belt)

Additionally, attire shall conform to the following:

- Skirts, shorts or dresses will be of modest length – longer than extended fingertips or mid-thigh, whichever is longer.

- Students will not wear garments with visual or written messages that include references to or representation of: drugs; alcohol; disrespect; tobacco; weapons; violence; vulgar or obscene language or images; language or images that could be interpreted as derogatory toward any race, religion, gender, or ethnicity.
- Students will not wear any garment or form of dress, image, accessory etc. that represents current trends in gang activity.
- Shoes shall be worn at all times and should not present a health or safety hazard. Shoes that have wheels or rollers are not permitted. Some classes may require specific types of footwear for safety purposes. Tennis shoes or closed toed shoes are always preferred.
- Underclothing must be worn and should not be seen.

Jewelry, accessories, and body art

- No type of head covering shall be worn inside the building.
- Sunglasses shall not be worn in any school building.
- Noisy, distracting, and/or excessive jewelry or accessories are prohibited.
- Rope chains or any large metal chain may not be worn around or about the neck or body.
- Earrings are allowed, but no other body piercing jewelry is allowed.
- Temporary tattoos are not permitted.
- Writing and/or drawings on the skin are not permitted.
- Tattoos must be covered at all times.
- Backpacks/totes shall not detract from or interfere with the learning environment or present a safety or health hazard.

Hair and Grooming

The student's hairstyle and makeup must not detract from or interfere with the learning and school environment. Hair must be kept well groomed, neat, and clean at all times. Hair grooming tools must not be visible during the instructional day. Hair (male or female) shall not interfere with the student's vision. Hair must be a natural color as determined by the campus principal. Mohawks and similar styles/haircuts will not be allowed.

Standards

Students participating in school-related activities, such as extracurricular or UIL activities or other special functions, may have different dress or grooming code requested by the sponsor, coach or administration.

Individual organizations may develop and enforce additional dress and grooming guidelines that meet the standard of the group. These guidelines may be more restrictive than those established by the district.

Grooming and dress requirements may be modified to fit special events. The principal or designee prior to the event should approve modifications to the normal school day requirements. Field trips might require specific standards of dress/attire that will be addressed on a case-by case basis. If students attend a field trip that will involve swimming, all students will be required

to wear a t-shirt with their swimsuits. Girls will not be allowed to wear bikini style swimsuits. Students placed in the Disciplinary Alternative Education program will have more stringent dress and grooming standards to follow.

All students are required to adhere to the district dress and grooming guidelines as well as to any additional standards developed and approved for any specific group and/or events. Sometimes the campus will designate Eagle Spirit activities that will allow for minor exceptions of the student dress code. These designations are communicated to the students through the announcement system and flyers around campus. During Eagle Spirit activities reasonable and safe interpretations of activities are usually acceptable.

Exceptions will be permitted for bona fide religious reasons. Parents are expected to be knowledgeable and supportive of the dress and grooming guidelines.

Dress Code for Dances

The LMS dress code is somewhat flexible for school sponsored special events such as dances. Please make every attempt to maintain a look that is modest and appropriate for middle school students.

When young men are selecting attire for special events such as dances, they must continue to meet all regular school dress code guidelines and wear event appropriate attire. When young ladies are selecting attire for special events such as dances, please keep the following in mind:

- Private areas need to be kept private
- Short dresses must still be in dress code
- It might be pretty, but it might not be comfortable
- Some garments are more appropriate for high school prom
- Some clothes or fabrics might be too delicate for dancing at a middle school dance
- Strapless/backless dresses are not encouraged and should have a wrap
- Very high heeled shoes are not encouraged

Middle school young ladies cannot wear attire that reflects any of the following styles to school dances:

- Exposed midriffs
- Backs out below the waistline/bellybutton line
- Tops that are low cut in the front that reveals the bust line or below the bust line
- Garments that are made in such a way that they expose as much as or more than a “swimsuit”
- See through garments
- Excessively short dresses
- Skirts or dresses that have a split that is higher than mid thigh or extended fingertip length (whichever is longer)

If you are not certain, please see a campus administrator with a picture of the garment or the actual garment before the dance.

Principal's discretion

This district prohibits any items or clothing or personal grooming that the principal or designee reasonably believes will interfere with instruction or cause disruption of the normal school environment. Using these general and specific guidelines, school administrators shall have the final decision in determining and enforcing student dress and grooming standards at school and at all school-related activities. If the principal determines that a student's grooming or clothing violates the school's dress code, the student will be given an opportunity to correct the problem at school. The final decision is left up to the professional judgment of the campus administrator.

Dress and Grooming Violations

Students who come to school in violation of the dress code will have the option of correcting the violation or going to In-School Suspension (ISS) until the infraction is corrected or for the remainder of the day. School officials may use other appropriate consequences as designated in the Code of Conduct. Parents may be asked to bring appropriate attire to school to assist in correcting the violation. Students who have a question about the appropriateness of an item should discuss the specific issue with the appropriate staff member before wearing the item. Students who are not dressed appropriately for any special event will not be allowed to participate until the infraction is corrected (or at all if a timeline has to be kept). Compliance with these guidelines is expected every day including the first day at that campus. Students who are new to the campus, or students with extenuating circumstances, will be expected to be compliance after a reasonable grace period. The students are expected to follow the appropriate district dress and grooming guidelines as well as any specific group guidelines. Exceptions will be permitted for bona fide religious reasons. If the principal determines that a student's grooming or clothing violates the school's dress code, the student will be given an opportunity to correct the problem at school. If not corrected, the student will be assigned to in-school suspension for the remainder of the day, until the problem is corrected, or until a parent or designee brings an acceptable change of clothing to the school. Repeated offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES (All Grade Levels)

Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones

For safety purposes, the district permits students to possess personal mobile telephones; however, these devices must remain turned off 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 telecommunications devices such as netbooks, laptops, tablets, or other portable computers. Students must also have approval to access the district's wifi. Forms are available on the district's website or the campus library staff can assist in the process.

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

If a student uses a telecommunications device without authorization during the school day, the device will be confiscated. The parent may pick up the confiscated telecommunications device from the principal's office for a fee of \$15.

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

In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel. [See **Searches** on page 67 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 67 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 Telecommunications 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

To prepare students for an increasingly technological society, the district has made an investment in the use of district-owned technology resources for instructional purposes; specific resources may be issued individually to students. Use of these technological resources, which include the district's network systems and use of district equipment, is restricted to approved purposes only. Students and parents will be asked to sign a user agreement (separate from this handbook) regarding use of these district resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Unacceptable and Inappropriate Use of Technology Resources

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

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as "sexting," will be disciplined 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 <http://beforeyoutext.com>, 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 46 and **Standardized Testing** on page 65.]

ENGLISH LANGUAGE LEARNERS (All Grade Levels)

A student who is an English language learner is entitled to receive specialized services from the district. To determine whether the student qualifies for services, a Language Proficiency Assessment Committee (LPAC) will be formed, which will consist of both district personnel and at least one parent representative. The student's parent must consent to any services recommended by the LPAC for an English 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 that the student will require to eventually become proficient at grade level work in English. Ongoing assessments will be conducted to determine a student's continued eligibility for the program.

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR L, as mentioned at **Standardized Testing** on page 65, may be administered to an English language learner, or, for a student up to grade 5, a Spanish version of STAAR. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to English 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 (All Grade Levels)

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

Participation in some of these activities may result in events that occur off-campus. When the district arranges transportation for these events, students are required to use the transportation provided by the district to and from the events. Exceptions to this may only be made with the approval of the activity's coach or sponsor. [Also see **Transportation** on page 73.]

Eligibility for initial and continuing participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL)—a statewide association overseeing interdistrict competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students involved in UIL athletic activities and their parents can access the UIL Parent Information Manual at <https://www.uil texas.org/athletics/manuals>; a hard copy can be provided by the coach or sponsor of the activity on request. To report a complaint of alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of TEA at (512) 463-9581 or curriculum@tea.state.tx.us.

[See <http://www.uil texas.org> for additional information on all UIL-governed activities.]

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 an Advanced Placement or International Baccalaureate course; or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or language other than English—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 but may not participate in any competitive activity.
- A student is allowed in a school year a fixed number of absences. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will receive an unexcused absence.

Standards of Behavior

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

Students who have a pending In School Suspension or Out of School Suspension are prohibited from attending or participating in any extracurricular activities until they have fulfilled the obligation of the disciplinary action.

Offices and Elections

Lexington Middle School has many opportunities for students to participate. Students should consult the handbook, constitution or by-laws of each organization for rules pertaining to office and elections. Announcements are made and will also include information regarding clubs, organizations and elections. Organizations for participation include: Academic UIL, athletics, band cheerleading, honor society, pep squad and student council. Certain clubs, organizations, and performing groups will hold elections for student officers depending on the club/organization the elections will be either through the student body or intra-organization.

FEES (All Grade Levels)

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

- Costs for materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student accident insurance.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses, if offered.

- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- A reasonable fee for providing transportation to a student who lives within two miles of the school. [See **Buses and Other School Vehicles** on page 73.]
- A fee not to exceed \$50 for costs of providing an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program in order for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a course taken through the Texas Virtual School Network (TxVSN).

Textbooks, IPADs, laptops, etc. are checked out to LISD students. Students are responsible for returning the items in the same condition as the item was in when checked out to the student.

Fees/fines will be assessed as follows:

- Creased page(s) \$.50/page
- Torn page(s) \$2.00 (per page), 2 or more pages – total book replacement
- Damaged cover \$15.00
- Loose binding \$20.00 to total replacement of book
- Writing in book \$.50 - \$2.00
- Lost books Total replacement cost (district textbook coordinator will determine)
- Technology Up to the cost for the district to fix or to replace items

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

FUNDRAISING (All Grade Levels)

Student groups or classes and/or parent groups may be permitted to conduct fund-raising drives for approved school purposes. District/community wide fundraising event requests must be made prior to the semester of the event for approval through the district fundraising committee.

An application for permission must be made to the campus principal of the sponsoring group first. Generally, the district prefers to facilitate fundraising activities that will generate revenue for the district clubs and organizations while providing quality products or services to the community. All fund raising activities associated with the district shall be approved as indicated by board policy. [For further information, see policies at FJ and GE.]

General Guidelines:

- The District will approve all fundraising activities in advance.
- Provides a product or service that is valuable and accepted by the community.
- Provides a positive image for the club or group.
- Minimizes intermediate vendors (fund raising companies)
- May be concession activities that are tied to existing school events.
- Do not overlap with similar fundraising.
- Encourages uniform method of collections (prior to or upon delivery)

GANG-FREE ZONES (All Grade Levels)

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

GENDER-BASED HARASSMENT

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 28.]

GRADE LEVEL CLASSIFICATION (Grades 9–12 Only)

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 (All Grade Levels)

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

[Also see **Report Cards/Progress Reports and Conferences** on page 63 for additional information on grading guidelines.]

In grades sixth through eighth, achievement is reported to parents as a numerical grade using a one hundred (100) point scale. Grades below seventy (70) are failing. Grades below eighty (80) may indicate insufficient mastery of coursework. No grade over one hundred (100) will be recorded on nine-week report cards or on the permanent record of any student. To earn credit for a course a student must earn a grade of 70 based upon course-level or grade-level standards, in addition to meeting 90% attendance requirements. Courses offered for High School credit are subject to the high school examination and grading policy.

Grading Policy

“Daily Work” including class participation, warm-ups, general assignments, homework, and short assessments will count as fifty percent (50%) of a student’s nine-week grade. A minimum of ten daily work grades will be recorded each grading period.

“Tests” including chapter, unit, project assessments, curriculum based measurements and comprehensive nine weeks assessments will count as fifty percent (50%) of a student’s nine-week grade. A minimum of three test grades will be recorded each grading period.

“Late Work” is any daily work or test that is not turned in by the established due date. The daily work, test or project is considered late one day after the due date. Teachers will record a zero for any assignment that is not received by the third day from when it was due. Points will be deducted from the earned grade if the assignment is not received on the designated due date. Ten points will be deducted from the earned grade for the first day after the due date, twenty points for the second day after the due date, and thirty points for the third day after the due date. Students who are absent with an excused absence or are on off campus suspension will have three school days from the date of their absence or suspension to make up or turn in their assignments. Failure to make up or turn in assignments by the third day after an excused absence will invoke the late work point deduction system. It is the responsibility of the student to obtain and complete make up work in a satisfactory manner.

“Redo Assignments” are any daily work or tests that a student has been asked to correct or redo in order to demonstrate mastery. Redo assignments must be completed by the timeline established by the teacher.

“50/50 rule” may be utilized in some classrooms, particularly the mathematics classrooms. For a math problem where a student does not show how they arrived at a correct answer the most credit received for the problem will be half. For a math problem where a student does show their work, but reaches an incorrect answer, they may earn up to half credit for the problem for showing correct problem solving strategies and/or processes. The “50/50 rule” is not always appropriate for math skills where the object of the lesson is to teach mental math, number sense, or calculator applications.

“Homework” is considered an integral part of the curriculum. It helps to develop responsibility on the part of the student, provides for independent practice and allows parents to stay apprised of the skills being taught. More information concerning homework requirements will be sent home by individual teachers. Teachers, parents and students should work together to

communicate and follow up on student's academic endeavors. Students are required to complete homework as assigned. At the teacher's discretion for excused extenuating circumstances, the student may be allowed to turn in work other than at the stipulated time. Failure to complete homework will result in a grade of zero unless designated by the teacher as "late work" which will receive a 10-point grade reduction per day that the homework is late. Assignments designated as "late work" must be turned in within three school days of the original due date for credit to be received.

Any assignment or test that is missing or late that is not submitted in accordance to establish timelines may be received and graded at the discretion of the classroom teacher. The district has a timeline established for grade reporting that teachers are responsible for following. Teachers may assign additional/different work to assure students who have been absent have sufficient opportunity to master the TEKS or to meet subject or course requirements. The assignments shall be based on the instructional objectives for the subject or course and may provide greater depth of subject matter than routine make-up work.

Semester grades for middle school courses shall be calculated with the Semester Exam accounting for 1/5 (20%) of the semester grade. To calculate the semester grade: add the two nine weeks grade divide by two (2) multiply by point eight (.8) = 80% of semester grade. Then multiply exam grade by point two (.2) = 20% of semester grade. Add these two numbers together and this is the semester grade for the course.

Make-up Work

Routine and In-depth Makeup Work Assignments Because of Absence

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

A student will be responsible for obtaining and completing the makeup work in a satisfactory manner and within the time specified by the teacher. Practices vary based upon the unique requirements of the subject matter and individual assignments. [For further information, see policy EIAB (LOCAL).] A student who does not make up assigned work within the time allotted by the teacher may be held to the "Late Work Policy" or may receive a grade of zero for the assignment. A student will be permitted to make up tests and to turn in projects due in any class missed because of excused absence. Teachers may assign a late penalty to any long-term project in accordance with time lines approved by the principal and previously communicated to students. In the event that a parent/guardian has requested work to be brought to the office for pick-up, it is preferred that the parent/guardian or adult representative pick up the assignments. When work is requested for pick-up, it is due when the student returns to school, or the "Late Work Policy" will be invoked.

In-school Suspension Makeup Work

When assigned to In-School Suspension (ISS), students receive their regularly scheduled assignments and tests. Any assignments not completed while in ISS are the responsibility of the individual student and should be completed prior to returning to the classroom.

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.

Off-School Suspension Makeup Work

When assigned Off-School Suspension (OSS), students may receive their regularly scheduled assignments and tests when they return to school. When reasonable and feasible every effort will be made to supply the parent/guardian with the student's assignments prior to the suspension. When assignments are given to the parent/guardian they are due the day the student returns to school; failure to turn in these assignments will invoke the "Late Work" Policy. In a situation where it was not possible to give the parent/guardian a student's assignments prior to their OSS assignment, then once back at school students will have three days from their return date to complete any make-up work. Failure to complete assignments in this time-line will invoke the "Late Work" Policy.

DAEP Makeup Work

Students assigned to disciplinary alternative education program (DAEP) may receive computer based instruction for their core subjects. To the extent possible, the same assignments that are issued in the regular classroom will be issued for most courses. Additional assignments may be given and DAEP may have specific expectations for assignment completion.

A student removed to DAEP during the school year will have an opportunity to complete, before the beginning of the next school year, a foundation curriculum course in which the student was enrolled at the time of removal. The district may provide the opportunity to complete the course through an alternative method, including a correspondence course, distance learning, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FOCA (LEGAL).]

Academic Tutorials

Zeros will not be accepted in the four core content areas. Students will be allowed to complete the assignment during a scheduled, Flexible Academic Tutorial (before school, during lunch, or after school). The student will receive a Flexible Academic Tutorial slip. The missing assignment must be completed within a 48 hour window of time. If the assignment is not completed within the time limit, the student will be assigned a Mandatory Academic Tutorial for after school from 3:30 – 4:45 p.m. The student will receive a Mandatory Academic Tutorial slip. If a student does

not report to the Mandatory Academic Tutorial as assigned, the student may be considered truant and truancy charges may be filed unless arrangements have been made prior to the end of seventh period. At this point, the student will no longer be allowed to make up the work and a zero will be assigned. Once a student has been assigned a Mandatory Tutorial, the student has a pending disciplinary consequence, and becomes ineligible for extracurricular or co-curricular activities.

All core subject teachers provide tutorials including school tutorials. Each individual teacher will post their tutorial times. Prior arrangements should be made for attending after school tutorials. Students who are failing at the progress report should make arrangements to attend after school tutorials. Students who fail a nine weeks grading period should make arrangements to attend after school tutorials.

Also see **Report Cards/Progress Reports and Conferences** for additional information on grading guidelines. See **Graduation** below, **Course Credit**, and **Standardized Testing** for additional information regarding EOC assessments.

GRADUATION (Secondary Grade Levels Only)

Requirements for a Diploma for a Student Enrolled in High School Prior to the 2014–15 School Year

To receive a high school diploma from the district, a student who was enrolled in high school prior to the 2014–15 school year must successfully:

- 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; and
- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law.

[Also see **Standardized Testing** on page 69 for more information.]

Requirements for a Diploma Beginning with the 2014–15 School Year

Beginning with students who entered grade 9 in the 2014–15 school year, as well as any currently enrolled high school student who decides to graduate under the new foundation graduation program, 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.

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 to substitute for the requirement to meet satisfactory performance on an applicable EOC assessment should a student choose this option. See the school counselor for more information on the state testing requirements for graduation.

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

[Also see **Standardized Testing** on page 69 for more information.]

Minimum, Recommended, and Advanced/Distinguished Achievement Graduation Programs

For students who were enrolled in high school prior to the 2014–15 school year, the district offers the graduation programs listed in this section. Students enrolled in high school prior to the 2014–15 school year also have the option to pursue the foundation graduation program as described below. Note that permission to enroll in the Minimum Program as described in this section will be granted only if a written agreement is reached among the student, the student's parent or person standing in parental relation, and the school counselor or appropriate administrator. In order for a student to take courses under the Minimum Program, the student must be at least 16 years of age; have completed at least two credits each in English language arts, math, science, and social studies courses that are required for graduation; or have failed grade 9 one or more times. [See policy EIF(LEGAL).]

Personal Graduation Plans for Students Under The Foundation Graduation Program

A personal graduation plan will be developed for each high school student who is subject to the requirements of the foundation graduation program. The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement. Attainment of the distinguished level of achievement entitles a student to be considered for automatic admission to a public four year college or university in Texas, depending on his or her rank in class. The school will review personal graduation plan options with each student entering grade 9 and his or her parent. Before the end of grade 9, a student and his or her parent will be required to sign off on a personal graduation plan that includes a course of study that promotes college and workforce readiness and career placement and advancement, as well as facilitates the transition from secondary to postsecondary education. The student's personal graduation plan will denote an appropriate course sequence based on the student's choice of endorsement.

Please also review TEA's Graduation Toolkit, available here:
<http://tea.texas.gov/communications/brochures.aspx>.

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

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 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).]

Please also be aware that if an ARD committee places a student with a disability on a modified curriculum in a subject area, the student will be automatically placed in the Minimum Program, if that program is applicable based on the school year in which the student entered high school, in accordance with state rules.

If a student receiving special education services is scheduled to graduate under the Minimum Program or in accordance with the provisions of his or her IEP, the student's ARD committee will determine whether the general EOC assessment is an accurate measure of the student's achievement and progress and, if so, whether successful performance is required for graduation, or whether an alternative assessment is more appropriate. STAAR Alternate 2 is the alternative assessment currently allowed by the state. [See **Standardized Testing** for additional information.]

ARD committees for students with disabilities who receive special education services and who are subject to the foundation graduation program 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.

Scholarships and Grants

- Students who have a financial need according to federal criteria and who complete the Recommended Program or Advanced/Distinguished Achievement Program, for as long as those programs are in place, or who complete the foundation graduation program, may be eligible under the T.E.X.A.S. Grant Program for tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions.
- Contact the school counselor for information about other scholarships and grants available to students.

HARASSMENT

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 28.]

HAZING (All Grade Levels)

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

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

[Also see **Bullying** on page 20 and policies FFI and FNCC.]

HEALTH-RELATED MATTERS

Student Illness (All Grade Levels)

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 notifiable 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 (All Grade Levels)

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

- What is meningitis?

Meningitis is an inflammation of the covering of the brain and spinal cord. 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 websites for the Centers for Disease Control and Prevention, <http://www.cdc.gov>, and the Department of State Health Services, <http://www.dshs.state.tx.us>.

* Please note that the TDSHS requires at least one meningococcal vaccination between grades 7 and 12, and state guidelines recommend this vaccination be administered between age 11 and 12, with a booster dose at 16 years of age. Also note that entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

[Also refer to **Immunizations** on page 54 for more information.]

Food Allergies (All Grade Levels)

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 www.lexingtonisd.net.

[Also see policy FFAP and **Celebrations** on page 21.]

Head Lice (All Grade Levels)

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 child will need to be picked up from school and to 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.

More information on head lice can be obtained from the TDSHS website at <http://www.dshs.state.tx.us/schoolhealth/lice.shtm>.

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.

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

Junior High/Middle School

In accordance with policies at EHAB, EHAC, EHBG, and FFA, the district will ensure that students in middle or junior high school will engage in 30 minutes of moderate or vigorous physical activity per day for at least four semesters.

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

School Health Advisory Council (SHAC) (All Grade Levels)

During the preceding school year, the district's School Health Advisory Council (SHAC) held 2 meetings. Additional information regarding the district's SHAC is available from the superintendent's office.

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 6 for additional information.]

Student Wellness Policy/Wellness Plan (All Grade Levels)

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

Other Health-Related Matters

Physical Fitness Assessment (Grades 3–12)

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

Vending Machines (All Grade Levels)

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 principal. [See policies at CO and FFA.]

Tobacco Prohibited (All Grade Levels and All Others on School Property)

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 all tobacco products, including electronic cigarettes or any other electronic vaporizing device, by students and all others on school property and at school-sponsored and school-related activities. [See the Student Code of Conduct and policies at FNCD and GKA.]

Asbestos Management Plan (All Grade Levels)

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's Asbestos Management Plan is available in the superintendent's office. If you have any questions or would like to examine the district's plan in more detail, please contact Allen Retzlaff, the district's designated asbestos coordinator, at 979-773-2254.

Pest Management Plan (All Grade Levels)

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 Allen Retzlaff, the district's IPM coordinator, at 979-773-2254.

HOMELESS STUDENTS (All Grade Levels)

For more information on services for homeless students, contact the district's homeless education liaison, Rebecca French, at 979-773-2254.

HOMEWORK (All Grade Levels)

[See **Grading Policy** on page 43.]

ILLNESS

[See **Student Illness** under **Health-Related Matters** on page 49.]

IMMUNIZATION (All Grade Levels)

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 (TDSHS), Immunization Branch, can be honored by the district. This form may be obtained by writing the TDSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at <https://corequest.dshs.texas.gov/>. The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are: diphtheria, tetanus, and pertussis; 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 a 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 within the five years prior to enrolling in and attending classes at an institution of higher education. A student wanting to enroll in a dual credit course taken off campus may be subject to this requirement.

[For further information, see policy FFAB(LEGAL) and the TDSHS website: <http://www.dshs.state.tx.us/immunize/school/default.shtm>.]

LAW ENFORCEMENT AGENCIES (All Grade Levels)

Questioning of Students

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

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

Students Taken Into Custody

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

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

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

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

Notification of Law Violations

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been 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 policies FL(LEGAL) and GRAA(LEGAL).]

LEAVING CAMPUS (All Grade Levels)

Please remember that student attendance is crucial to learning. We ask that appointments be scheduled outside of school hours as much as reasonably possible. Also note that picking up a child early on a regular basis results in missed opportunities for learning. Unless the principal has

granted approval because of extenuating circumstances, a student will not regularly be released before the end of the school day.

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

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

During Lunch

LMS is a closed campus and no students are allowed to leave during lunch. Students are to report to the cafeteria when the bell rings for lunch.

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 (All Grade Levels)

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 (All Grade Levels)

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

A student will be responsible for obtaining and completing the makeup work in a satisfactory manner and within the time specified by the teacher. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

A student 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 grade.” [See also **Attendance for Credit or Final Grade** on page 17.]

A student involved in an extracurricular activity must notify his or her teachers ahead of time about any absences.

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

MEDICINE AT SCHOOL (All Grade Levels)

The district will not purchase 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.
- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container.

- Nonprescription medication, in the original, properly labeled container, provided by the parent along with a written request.
- Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.

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

For students at the elementary level, the student's 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 or principal.

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

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 (All Grade Levels)

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

- Title IX Coordinator, for concerns regarding discrimination on the basis of sex, including sexual harassment or gender-based harassment: Dr. Brad Schnautz, Superintendent, 8731 North Highway 77, Lexington, TX 78947, 979-773-2254.
- ADA - For concerns regarding discrimination on the basis of disability: Ashton Booth, Special Education Director, 8731 North Highway 77, Lexington, TX 78947, 979-773-2254
- Section 504 – For concerns regarding discrimination on the basis of disability: Rebecca French, Director of Special Programs, 8731 North Highway 77, Lexington, TX 78947, 979-773-2254
- All other concerns regarding discrimination: See the superintendent, Dr. Brad Schnautz, Superintendent, 8731 North Highway 77, Lexington, TX 78947, 979-773-2254

[See policies FB(LOCAL) and FFH(LOCAL).]

NONTRADITIONAL ACADEMIC PROGRAMS (All Grade Levels)

[See **Requirements for a Diploma**]

PARENTAL INVOLVEMENT (All Grade Levels)

Working Together

Both experience and research tell us that a child's education succeeds best when there is good communication and a strong partnership between home and school. Your involvement 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 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 26.]
- 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 at 979-773-2254 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 63.]
- Becoming a school volunteer. [For further information, see policy GKG and **Volunteers** on page 75.]
- Participating in campus parent organizations. Parent organizations include: PTO (Parent-Teacher 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 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 52.]
- 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.
- 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.]

Parent Involvement Coordinator

The Parent Involvement Coordinator, who works with parents of students participating in Title I programs is Rebecca French and may be contacted at 979-773-2254.

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

Other Exams 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.

[Also see policy FFAA.]

PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE (All Grade Levels)

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 7.]

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

[See policy EC for more information.]

PRAYER (All Grade Levels)

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

PROMOTION AND RETENTION

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

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.

Elementary and Middle/Junior High Grade Levels

In grades 6-8, promotion is based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) in all subject areas and a grade of 70 or above in language arts, mathematics, and either science or 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 assessment in English or Spanish.

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

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

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 69.]

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

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

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

A Personal Graduation Plan (PGP) will be prepared 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 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 for Students Under the Foundation Graduation Program** on page 47.]

High School Grade Levels

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

A student in grades 9–12 will be advanced a grade level based on the number of course credits earned. [Also see **Grade Level Classification** on page 42.]

Students will also have multiple opportunities to retake EOC assessments. [See **Graduation** on page 46 and **Standardized Testing** on page 69 for more information about EOC assessments.]

RELEASE OF STUDENTS FROM SCHOOL

[See **Leaving Campus** on page 63.]

REPORT CARDS / PROGRESS REPORTS AND CONFERENCES (All Grade Levels)

Report cards with each student's grades or performance and absences in each class or subject are issued to parents at least once every 4 weeks.

During the fourth week of a nine-week grading period, parents will be given a written progress report if their child's performance in any course/subject area OR in English language arts, mathematics, science, or social studies 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 59 for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the principal pursuant to the board-adopted policy and are designed to reflect each student's relative mastery of each assignment for the grading period, semester, or course. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. [See policy EIA(LOCAL) and **Grading Guidelines** on page 42.]

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.

RETALIATION

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 28.]

SAFETY (All Grade Levels)

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

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

Accident Insurance

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

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

You may sign up for various alerts on the district website at:

http://www.lexington.isd.tenet.edu/Social_Networking/socialnetworking.htm . If the campus must close or restrict access to the building because of an emergency, the district will alert the community in the following ways:

RADIO

Rockdale FM 98.5
Austin FM 100.7
Austin FM 98.1
Austin AM 1300

TV

KVUE Austin Channel 24
KEYE Austin Channel 42
KTBC Austin Channel 7
KXAN Austin Channel 36

SAT, ACT, AND OTHER STANDARDIZED TESTS

[See **Standardized Testing** on page 69.]

SCHEDULE CHANGES (Middle/Junior High and High School Grade Levels)

Requests for consideration for schedule changes will be accepted during the first full week of each semester. Administrative schedule changes will be made at the discretion of the campus principal.

SCHOOL FACILITIES

Use by Students Before and After School (All Grade Levels)

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. Students are allowed on campus from 7:30 a.m. until 4:00 p.m.

The following areas are open to middle school students before school:

- Cafeteria
- Commons area between 7th and 8th grade buildings for 7th and 8th grade students
- Commons area between 6th grade building and the old gym for 6th grade students
- At designated times with adult supervision the LMS “Old Gym” -- seated

The following areas are open to students during lunch:

- Cafeteria – with grade level designated seating
- Commons area at the LHS Patio for 8th grade students at designated times with adult supervision
- Commons area between the cafeteria and the fine arts center (band hall) for 7th grade students at designated times with adult supervision
- Commons area between 6th grade building and the old gym for 6th grade students at designated times with adult supervision
- At designated times with adult supervision the LMS “Old Gym” -- seated

The following areas are open to students after school until 4:00 p.m.:

- Commons area at the LHS Patio
- Commons area at the bus pick/up drop off zone at the western edge of campus for bus riders
- Commons area at the front of the middle school (northern edge of campus) for car riders

- Commons area at the front of the APK gym for car riders

Students are not to be in the building before 7:55 a.m. or remain in the building after 3:30 p.m. unless they are engaged in activities sponsored by authorized personnel. Exceptions are made for bad weather and for students seeking tutorial help or an admit slip. The library is open before school, during lunch and after school. Halls are to be cleared during lunch and all students are to report to the cafeteria, unless the teacher or sponsor overseeing the activity gives permission and is present. 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 students are granted permission to remain on campus in accordance with policy FNAB, students must leave campus immediately.

Conduct Before and After School (All Grade Levels)

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 (All Grade Levels)

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 (All Grade Levels)

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

Free and reduced-price meals are available based on financial need or household situation. Information about a student's participation is confidential; 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 notifies the district that a student's information should not be disclosed. A parent's decision will not affect the child's eligibility for free and reduced price meals or free milk. See Kathy Lamb, Food Services Director, at 979-773-2254 to apply for free or reduced price meal services.

State and federal law, as well as board-adopted policies, define when, where, and by whom competitive foods, which are foods not sold as part of the regular meal program, can be served or

sold on school premises during the school day. [For more information, see policies CO(LEGAL) and FFA(LOCAL).]

Library (All Grade Levels)

The library is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. The library is open for independent student use during the following times with a teacher permit:

- Monday through Thursday 7:30 – 7:40 a.m.
- With a teacher permit/pass during regular class time
- Monday through Thursday 3:30 – 4:00 p.m.

Meetings of Noncurriculum-Related Groups (Secondary Grade Levels Only)

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

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

SEARCHES

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

Students' Desks and Lockers (All Grade Levels)

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 suspicion 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.

Telecommunications and Other Electronic Devices (All Grade Levels)

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 36 for more information.]

Vehicles on Campus (Secondary Grade Levels Only)

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 also the Student Code of Conduct.]

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

Trained Dogs (All Grade Levels)

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.

Metal Detectors (All Grade Levels)

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

Drug-Testing (Secondary Grade Levels Only)

[For further information, see policy FNF(LOCAL). Also see **Steroids** on page 71.]

SEXUAL HARASSMENT

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 28.]

SPECIAL PROGRAMS (All Grade Levels)

The district provides special programs for gifted and talented students, homeless students, bilingual students, migrant students, students with limited English proficiency or 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

Secondary Grade Levels

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

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

Note that participation in these assessments may qualify a student to receive a performance acknowledgment 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 benchmark scores on this assessment for college readiness may also waive certain end-of-course assessment requirements in limited circumstances.

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3–8

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

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

Successful performance on the reading and math assessments in grades 5 and 8 is required by law, unless the student is enrolled in a reading or math course intended for students above the student's current grade level, in order for the student to be promoted to the next grade level. [See **Promotion and Retention** on page 61 for additional information.]

STAAR-A will be available for an eligible student with a Section 504 accommodation plan who has been identified with dyslexia or a related disorder, as well as for a student receiving special education services, if the student meets state-established criteria and requires certain instructional and assessment accommodations on a routine basis.

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

STAAR-L is a linguistically accommodated assessment that is available for certain limited English proficient (LEP) students, as determined by the student's Language Proficiency Assessment Committee (LPAC). A Spanish version of STAAR is also available to students through grade 5 who need this accommodation.

STAAR Testing Dates

The following dates are subject some revision, and are current as of the June 21, 2016 TEA 2016-2017 Student Assessment Testing Calendar.

6th Grade:

Math	Monday, May 8th
Reading	Tuesday May 9th

7th Grade:

Writing	Tuesday, March 28th
Math	Monday, May 8th
Reading	Tuesday, May 9th

8th Grade:

Math (1 st)	Tuesday, March 28th
Reading (1 st)	Wednesday, March 29th
Science	Wednesday, May 10th
Social Studies	Thursday, May 11th
Algebra I EOC	(TBD)
Math (2 nd)	Monday, May 8th
Reading (2 nd)	Tuesday, May 9 th
Math (3 rd)	Tuesday, June 20th
Reading (3 rd)	Wednesday, June 21st

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

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

- Algebra I

- English I and English II,
- Biology
- 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-A will be available for an eligible student with a Section 504 accommodation plan who has been identified with dyslexia or a related disorder, as well as for a student receiving special education services, if the student meets state-established criteria and requires certain instructional and assessment accommodations on a routine basis.

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

A student's ARD committee for students receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan.

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

[Also see **Graduation** on page 46 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 participating in UIL athletic competition may be subject to random steroid testing.

More information on the UIL testing program may be found on the UIL website at

<http://www.uil texas.org/health/steroid-information>.

STUDENTS IN FOSTER CARE (All Grade Levels)

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

A student who is placed in foster care and who is moved outside of the district's attendance boundaries is entitled to continue in enrollment at the school he or she was attending prior to the

placement until the student reaches the highest grade level at the particular school. In addition, if a student in grade 11 or 12 is transferred to another district and does not meet the graduation requirements of the transferring 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.

Please contact Rebecca French, who has been designated as the district's foster care liaison, at 979-773-2254 with any questions.

STUDENT SPEAKERS (All Grade Levels)

If a student meets the eligibility criteria and wishes to introduce a school event, the student should submit his or her name in accordance with policy FNA(LOCAL).

[See policy FNA(LOCAL) regarding other speaking opportunities and **Graduation** on page 46 for information related to student speakers at graduation ceremonies.]

SUBSTANCE ABUSE PREVENTION AND INTERVENTION (All Grade Levels)

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: <http://www.dshs.state.tx.us/mhsa-child-adolescent-services/>.

SUICIDE AWARENESS (All Grade Levels)

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 <http://www.texasuicideprevention.org> or contact the school counselor for more information related to suicide prevention services available in your area.

SUMMER SCHOOL (All Grade Levels)

Summer school may be provided for grade level coursework restoration, acceleration or remediation. Summer school information may be obtained through the counselor's office. Information is generally distributed in the spring semester during the final weeks of instruction; however, since some determinations for attendance at summer school are based upon promotion requirements and determined by the grade placement committee, some students may not receive notification for required participation until after final report cards have been reviewed. Based upon special funding, summer school may not always be available or provided for all grade levels. Summer school attendance may be required for students in the eighth grade who have not met the standards for the on the state assessments in Reading and/or Mathematics.

TARDIES (All Grade Levels)

A student is tardy to class if they arrive after the tardy bell. Repeated instances of tardiness will result in more severe disciplinary action, in accordance with the Student Code of Conduct.

A student who is tardy to class on multiple occasions will be assigned to detention hall. Teachers record tardies and assign detentions. Tardies are monitored by the principal.

- First – Warning from the teacher

- Second – Warning from the teacher
- Third – Principal assigned lunch detention
- Fourth – Principal assigned lunch detention – multiple days
- Fifth – Principal assigned After School Detention (ASD)
- Sixth and subsequent – Office Referral

Students who arrive to school after 8:15 a.m. are considered absent to first period. Arriving to any class 15 minutes or more after the tardy bell will result in an absence.

TEXTBOOKS, ELECTRONIC TEXTBOOKS, TECHNOLOGICAL EQUIPMENT, AND OTHER INSTRUCTIONAL MATERIALS (All Grade Levels)

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

TRANSFERS (All Grade Levels)

The principal is authorized to transfer a student from one classroom to another.

[See **Safety Transfers/Assignments**, on page 12, **Bullying**, on page 19, and **Students Who Have Learning Difficulties or Who Need Special Education Services**, on page 13, for other transfer options.]

TRANSPORTATION (All Grade Levels)

School-Sponsored Trips

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

Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school. This service is provided at no cost to students.

Bus routes and stops will be designated annually, and any subsequent changes will be posted at the school and on the district's Web site. 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 director, James Marburger at 979-773-2254 ext. 259 or marburgerj@lexingtonisd.net.

The district does not provide transportation to DAEP/LEAP.

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 on 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.

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 (All Grade Levels)

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

VIDEO CAMERAS (All Grade Levels)

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

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

Upon request of a parent of a student who receives special education services, a staff member, or a board member, state law requires the district to place video and audio recording equipment in a classroom in which the student spends at least 50 percent of his or her instructional day, referred to in the 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 for further information or to request the installation and operation of this equipment.

VISITORS TO THE SCHOOL (All Grade Levels)

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.

Visitors Participating in Special Programs for Students

On Career Day, the district invites representatives from local businesses to present information to all students.

VOLUNTEERS (All Grade Levels)

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 LISD Central Office 979-773-2254 for more information and to complete an application.

VOTER REGISTRATION (Secondary Grade Levels Only)

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

WITHDRAWING FROM SCHOOL (All Grade Levels)

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

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

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

Glossary

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

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

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

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

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

EOC 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 exams will be given in English I, English II, Algebra I, Biology, and United States History.

FERPA refers to the federal Family Educational Rights and Privacy Act that grants specific privacy protections to student records. The law contains certain exceptions, such as 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 districtwide tests; whether successful completion of state-mandated assessments is required for graduation, etc.

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

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

PGP stands for Personal Graduation Plan, which is required for high school students beginning with ninth graders in the 2014–15 school year, 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.

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 achievement assessments, effective beginning with certain students for the 2011–2012 school year.

STAAR-A is an accommodated version of the STAAR that is available for certain students who receive special education services or students who have been identified as dyslexic.

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

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

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

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 I: Freedom From Bullying Policy

Note that school board policies may be revised at any time. For legal context and the most current copy of the local policy, visit <http://pol.tasb.org/home/index/806>. Below is the text of Lexington ISD's policy FFI(LOCAL) as of the date that this handbook was finalized for this school year.

STUDENT WELFARE: FREEDOM FROM BULLYING

FFI(LOCAL)

Adopted on 02/17/2012

BULLYING PROHIBITED

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.

DEFINITION

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.

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

1. 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
2. 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:

1. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and
2. 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 THE 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 bully occurred, and Is 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 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).

ACCESS TO POLICY

AND PROCEDURES

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's Web site, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

APPENDIX II:
Acknowledgment Form—Amendment

My child and I have received a copy of the Lexington Middle School Student Handbook - dated 6/23/2015.

Print name of student: _____

Signature of student: _____

Signature of parent: _____

Date: _____

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Lexington Elementary School

Student Handbook 2016-2017

Lexington Elementary School Handbook 2016-2017



Alma Mater

To you, dear Alma Mater
With courage strong and bold
We'll pledge our trust and honor,
Wave on high your green and gold.
Your light will guide our future
In pathways bright and free
Remembering you our Lexington
We'll fight for victory.

FIGHT SONG

“When the Saints Go Marching In”

MASCOT: Eagle

COLORS: Green and Gold

ELEMENTARY MOTTO: Every Student, Every Opportunity, Every Day

LEXINGTON ELEMENTARY SCHOOL FACULTY

2016-2017 School Year

Superintendent	Dr. Brad Schnautz		
Principal	Lynette Brown		
Secretaries	Robyn Brockenbush		
	Connie Wolridge		
Counselor	Kayla Koester		
Nurse	Sharon Bradford		
Librarian	Debbie Johnson		
Speech	Marsha Kocurek		
PPCD	Michele Brown	WEE Eagles	Cory Wilhite
Pre-Kindergarten	Chris Swartz		
Kindergarten	Patti Lerche	Third Grade	Victoria Brown
	Lois Marburger		Karen Harper
	Nicole Murray		Linda Massey
	Kim Sweat		Stephannie Pelham
First Grade	Shelby Graves	Fourth Grade	Sunshine Anderson
	Heather Ramsey		Amanda Brown
	Sarah Kelley		Ronica Iselt
	Karen Wrinkle		Darla Jackson
Second Grade	Jenah Campsey	Fifth Grade	Misty Rosson
	Courtney Doyle		RaKel Paul
	Lori Morgan		Liz Smith
	Kendra Wolf		Tracy Morgan

Fine Arts/GT	Christine McManus	Computer	Cheryl Salinas
Math	Michelle Maass	ESL	Michele Brown
Special Education	Michele Brown	Physical Education	Kevin Patschke
	Kim Haass		
Reading	Amber Spacek		
	Belinda Robertson		
Teaching Assistants	Sherry Burns		
	Vanessa Clifford		
	Patricia Scantlin		
	Joyce Hodge		
	Lisa Iselt		
	Jessica Ruthven		

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PREFACE

To Students and Parents:

Welcome to school year 2016–17! 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 Lexington Elementary Student Handbook is designed to provide basic information that you and your child will need during the school year. The handbook is divided into two sections:

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

Section II—OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS—organized alphabetically by topic, 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 Lexington ISD Student Code of Conduct, which is a document adopted by the board and intended to promote school safety and an atmosphere for learning. That document may be found on the district’s website at www.Lexingtonisd.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 current provisions of board policy and the Student Code of Conduct are to be followed.

Also, please be aware that the Student 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. Changes in policy or other rules that affect Student Handbook provisions will be made available to students and parents through newsletters or other communications. 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 a teacher, the school counselor, or the principal.

Your child's school will request that you provide contact information, such as your current phone number and e-mail address, in order for the school to communicate items specific to your child, your child's school, or the district. If you consent to receive such information through a landline or wireless phone, please ensure that you notify the school's administration office immediately upon a change in or disconnection of your phone number. The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or e-mail communication, 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. Please see **Safety** on page 51 for information regarding contact with parents during an emergency situation.

Also, please complete and return to your child's campus the following forms provided in the forms packet distributed at the beginning of the year or upon the student's enrollment:

1. Acknowledgment Form OR Acknowledgment of Electronic Distribution of Student Handbook;
2. Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information;
3. Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education, if you choose to restrict the release of information to these entities; and
4. Consent/Opt-Out Form.

[See **Objecting to the Release of Directory Information** on page 4 and **Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation** on page 5 for more information.]

Please note that references to policy codes are included so that parents can refer to current board policy. The district's official policy manual is available for review in the district administration office and an unofficial electronic copy is available at www.Lexingtonisd.net.

SECTION I: PARENTAL RIGHTS

This section of the Lexington Elementary Student Handbook includes information related to certain rights of parents as specified in state or 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 examination, test, or treatment is required under state or federal law regarding requirements for special education or by the Texas Education Agency (TEA) for child abuse investigations and reports.

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

Teachers may display students' work, which may include personally identifiable student information, in classrooms or elsewhere on campus as recognition of student achievement.

However, the district will seek parental consent before displaying students' artwork, special projects, photographs taken by students, original videos or voice recordings, and other original works on the district's website, a website affiliated or sponsored by the district, such as a campus or classroom website, and in district publications, which may include printed materials, videos, or other methods of mass communication.

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

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

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 58 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 communicate with students through the use of electronic media within the scope of the individual’s professional responsibilities. For example, a teacher may set up a social networking page for his or her class that has information related to class work, homework, and tests. As a parent, you are welcome to join or become a member of such a page.

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

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 the A/B honor roll for a specific grading period. Directory information will be released to anyone who follows procedures for requesting it.

However, a parent or eligible student may object to the release of 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 as directory information: your child’s name, address, telephone listing, electronic mail address, photograph, and date and place of birth, as well as major field of study: degrees, honors, and awards received; dates of attendance; grade level; most recent educational institution attended; participation in officially recognized activities and sports; weight and height of members of athletic teams, enrollment status, and student identification numbers or identifiers that cannot be used alone to gain access to electronic education forms. 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.

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 (Secondary Grade Levels Only)

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.

Participation in Third-Party Surveys

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

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

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

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

“Opting Out” 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 that this does not apply to the collection, disclosure, or use of personal information collected from students

for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.

- Any 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 (HIV) or acquired immune deficiency syndrome (AIDS) 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.

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. Please see the campus principal for additional information.

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

You may request that your child be excused from recitation of a portion of the Declaration of Independence. State law requires students in social studies classes in grades 3–12 to recite a portion of the text of the Declaration of Independence during Celebrate Freedom Week unless (1) you provide a written statement requesting that your child be excused, (2) the district determines that your child has a conscientious objection

to the recitation, or (3) you are a representative of a foreign government to whom the U.S. 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 U.S. 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 49 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 also entitled to request that the school allow your child to take home any instructional materials used by the student. If the school determines that sufficient availability exists to grant the request, the student must return the materials at the beginning of the next school day if requested to do so by the child'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

Accessing Student Records

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

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

Authorized Inspection and Use of Student Records

A federal law, known as the Family Educational Rights and Privacy Act, or FERPA, affords parents and eligible students certain rights with respect to student education records. For purposes of student records, an "eligible" student is one who is age 18 or older or who is attending an institution of postsecondary education. These rights, as discussed in this section as well as at **Objecting to the Release of Directory Information** on page 4, are:

- The right to inspect and review student records within 45 days after the day the school receives a request for access.

- The right to request an amendment to a student 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 discloses personally identifiable information from the student's records, except to the extent that FERPA authorizes disclosure without consent.
- The right to file a complaint with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements. The name and address of the office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 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, is emancipated by a court, or enrolls in a postsecondary institution, control of the records goes to the student. The parents may continue to have access to the records, however, if the student is a dependent for tax purposes and under limited circumstances when there is a threat to the health and safety of the student or other individuals.

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

- When district school officials have what federal law 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 school, in order to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses information it has designated as directory information [see **Objecting to the Release of Directory Information** on page 4 for opportunities to prohibit this disclosure].

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

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 8731 North Highway 77, Lexington, Texas 78947.

The address of the principals' offices are: 8731 North Highway 77, Lexington, Texas 78947.

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 51, and **Complaints and Concerns** on page 22 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.Lexingtonisd.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.

Teacher and Staff Professional Qualifications

You may request information regarding the professional qualifications of your child's teachers, including whether a teacher has met state 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 <http://tea.texas.gov/index2.aspx?id=7995>.

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 or campus if your child has been determined by the district to have been a victim of bullying as the term is defined by Education Code 37.0832. Transportation is not provided for a transfer to another campus. See the principal for information.
- Consult with district administrators if your child has been determined by the district to have engaged in bullying and the board decides to transfer your child to another classroom or campus. Transportation is not provided for a transfer to another campus.

[See **Bullying** on page 20, 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.]
- 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 the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault. If the victim does not wish to transfer, the district will transfer the assailant in accordance with policy FDE.

Service/Assistance Animal Use by Students

A parent of a student who uses a service/assistance animal because of the student's disability must submit a request in writing to the principal at least ten district business days before bringing the service/assistance animal on campus.

Students in the Conservatorship of the State (Foster Care)

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

A student who is currently in the conservatorship of the state and who is moved outside of the district's or school's attendance boundaries, or who is initially placed in the conservatorship of the state and who is moved outside the district's or school's boundaries, is entitled to continue in enrollment at the school he or she was attending prior to the placement or move until the student reaches the highest grade level at the particular

school. In addition, if a student in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, the student can request to receive a diploma from the previous district if he or she meets the criteria to graduate from the previous district.

[See also **Credit by Examination For Advancement/Acceleration** on page 25, and **Students in Foster Care** on page 56 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 also **Credit by Examination for Advancement/Acceleration** on page 24, and **Homeless Students** on page 42 for more information.]

Students Who Have Learning Difficulties or Who Need Special Education Services

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

At any time, a parent is entitled to request an evaluation for special education services. Within a reasonable amount of time, the district must decide if the evaluation is needed. If the evaluation is needed, the parent will

be notified and asked to provide informed written consent for the evaluation. The district must complete the evaluation and the report within the timeline prescribed by law once the district receives written consent. The district must give a copy of the evaluation report to the parent.

If the district determines that the evaluation is not needed, the district will provide the parent with prior written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parents of their rights, if they disagree with the district. The district is required to give parents the *Notice of Procedural Safeguards—Rights of Parents of Students with Disabilities*. Additional information regarding the Individuals with Disabilities Education Act (IDEA) is available from the school district in a companion document, *A Guide to the Admission, Review, and Dismissal Process*. Both documents may also be found at <http://framework.esc18.net/display/Webforms/LandingPage.aspx>.

The following websites provide information to those who are seeking information and resources specific to students with disabilities and their families:

- Texas Project First, at <http://www.texasprojectfirst.org>
- Partners Resource Network, at <http://www.partnerstx.org>

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education services is Ashton Booth at (979) 773-2255.

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 child 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 child is in need of services and supports under Section 504 to receive a free appropriate public education (FAPE), as this is defined in federal law.

The designated person to contact regarding a referral for evaluation applicable to Section 504 is Kayla Koester at (979) 773-2525.

[Also see policy FB.]

SECTION II: OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS

Topics in this section of the Student Handbook contain important information on academics, school activities, and school operations and requirements. Take a moment with your child to become familiar with the various issues addressed in this section. 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 Lynette Brown at (979) 773-2525.

ABSENCES/ATTENDANCE

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

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

A student 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

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

- Religious holy days;
- Required court appearances;

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

As listed in Section I at **Children of Military Families**, absences of up to five days will be excused for a student to visit with a parent, stepparent, or legal guardian who has been called to duty for, is on leave from, or immediately returned from certain deployments. Please see page 11 for that section.

Failure to Comply with Compulsory Attendance

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

Between Ages 6 and 19

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

The truancy prevention facilitator for the elementary is **Kayla Koester**. If you have questions about your student and the effect of his or her absences from school, please contact the facilitator or any other campus administrator.

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

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

[See policy FEA(LEGAL).]

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

To receive credit or a final grade in a class, a student must attend at least 90 percent of the days the class is offered. A student who attends fewer than 90 percent of the days the class is offered 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 review absences incurred based on the student's participation in board-approved extracurricular activities. These absences will be considered by the attendance committee as extenuating circumstances in accordance with the absences allowed under FM(LOCAL) if the student made up the work missed in each class.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences.
- The committee will consider whether the absences were for reasons over which the student or the student's parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit or a final grade.

The student or parent may appeal the committee's decision 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 at 9:00 am, which is 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 age 18 or older or is an emancipated minor under state law. A phone call from the parent may be accepted, but the district reserves the right to require a written note.

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

Doctor’s Note After an Absence for Illness

Within 3 days of returning to school, a student absent for more than 3 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).]

ACCOUNTABILITY UNDER STATE AND FEDERAL LAW

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

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

Information about all of these can be found on the district's website at www.Lexingtonisd.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 <http://www.texasschoolaccountabilitydashboard.org> and <http://www.tea.texas.gov>.

BULLYING

Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic methods, or physical conduct against another student on school property, at a school-sponsored or -related activity, or in a district operated vehicle, and the behavior:

- Results in harm to the student or the student's property;
- Places a student in reasonable fear of physical harm or of damage to the student's property; or
- Is so severe, persistent, and pervasive that it creates an intimidating, threatening, or abusive educational environment.

This conduct is considered bullying if it exploits an imbalance of power between the student perpetrator(s) and the student victim and if it interferes with a student's education or substantially disrupts the operation of the school.

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. In some cases, bullying can occur through electronic methods, called "cyberbullying."

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

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

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

Upon the recommendation of the administration, the board may, in response to an identified case of bullying, decide to transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the student may also be transferred to another campus in the district. The parent of a student who has been determined by the district to be a victim of bullying may request that his or her child be transferred to another classroom or campus within the district. [Also see **Safety Transfers/Assignments** on page 57.]

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

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

[Also see **Safety Transfers/Assignments** on page 57, **Dating Violence, Discrimination, Harassment, and Retaliation** on page 25, **Hazing** on page 37, policy FFI, and the district improvement plan, a copy of which can be viewed in the campus office.]

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 this circumstance. Occasionally, the school or a class may host certain functions or celebrations tied to the curriculum that will involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers for bringing food products.

[Also see **Food Allergies** on page 40.]

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 at www.Lexingtonisd.net. 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.

As a parent, 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 (TDFPS) also manages early intervention counseling programs. To find out what services may be available in your county, see

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

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

- <https://www.childwelfare.gov/pubs/factsheets/whatiscan.pdf>
- <http://kidshealth.org/en/parents/child-abuse.html>
- <http://taasa.org/resources-2/>
- <https://www.texasattorneygeneral.gov/cvs/what-we-can-do-about-child-abuse-1>
- <https://www.texasattorneygeneral.gov/cvs/what-we-can-do-about-child-abuse-2>

Reports of abuse or neglect may be made to:

The CPS division of the TDFPS (1-800-252-5400 or on the web at <http://www.txabusehotline.org>).

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.Lexingtonisd.net.

Should a parent or student feel a need to file a formal complaint, the parent or student should file a district complaint form within the timelines established in policy FNG(LOCAL). In general, the student or parent should submit the written complaint form to the campus principal. If 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:

- Lynette Brown, Elementary Campus Principal

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.

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.

At all football games on Thursdays and Fridays students in fifth grade and below must have a parent or guardian with them in order to attend the games. Also, after entering the stadium students must remain in the bleachers with their parents or guardians. For safety reasons, children will not be allowed to run around, play football, or climb under the bleachers.

COUNSELING

Academic Counseling

Elementary and Middle/Junior High School Grade Levels

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

Personal Counseling

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

[Also see **Substance Abuse Prevention and Intervention** on page 56 and **Suicide Awareness** on page 56.]

CREDIT BY EXAMINATION—If a Student Has Taken the Course/Subject

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 by passing an exam approved by the district's board of trustees on the essential knowledge and skills defined for that course or subject. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a nonaccredited school. The opportunity to take an examination to earn credit for a course or to be awarded a final grade in a subject after the student has had prior instruction is sometimes referred to as "credit recovery."

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

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

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

CREDIT BY EXAMINATION FOR ADVANCEMENT/ACCELERATION—If a Student Has Not Taken the Course/Subject

A student will be permitted to take an exam 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 exams offered by the district are approved by the district's board of trustees, and state law requires 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 exams are scheduled during the 2016–17 school year will be published in appropriate district publications and on the district's website. The only exceptions to the published dates will be for any exams 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 exam only once.

If a student plans to take an exam, 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 the next grade level if the student scores at least 80 on each exam in the subject areas of language arts, mathematics, science, and social studies, a district administrator recommends that the student be accelerated, and the student's parent gives written approval of the grade advancement.

DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION

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

The board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person's race, color, religion, gender, national origin, disability, or any other basis prohibited by law. 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. [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, gender, national origin, disability, or any other basis prohibited by law that negatively affects the student.

Harassment

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

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

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

Sexual Harassment and Gender-Based Harassment

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

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

Sexual harassment of a student by an employee or volunteer does not include necessary or permissible physical contact not reasonably construed as sexual in nature, such as comforting a child with a hug or taking the

child's hand. However, romantic and other inappropriate social relationships, as well as all sexual relationships, between students and district employees are prohibited, even if consensual.

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

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

Retaliation

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

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

Reporting Procedures

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

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

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

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

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

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

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

DISCRIMINATION

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 25.]

DISTANCE LEARNING

All Grade Levels

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

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 may not recognize and apply the course or subject toward graduation requirements or subject mastery.

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 website and the school yearbook are available to students.

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

Nonschool Materials

From Students

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

The principal has designated the office or teacher's lounge as the location for approved nonschool 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 nonschool material without prior approval will be subject to disciplinary action in accordance with the Student Code of Conduct. Materials displayed without approval will be removed.

From Others

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

The principal has designated the office or teacher's lounge as the location for approved nonschool 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 noncurriculum-related student group meeting held in accordance with FNAB(LOCAL).
- Distribution for electioneering purposes during the time a school facility is being used as a polling place, in accordance with state law.

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

DRESS AND GROOMING

The district's dress code is established to teach grooming and hygiene, prevent disruption, and minimize safety hazards. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the following:

- Students are not to wear clothing that is too tight, loose, revealing, sagging, or short. Examples of unacceptable clothing according to this guideline include, but are not limited to, jogging shorts, spandex shorts, biker shorts or tights, mini-skirts, tops with spaghetti straps, sleeveless apparel that is revealing, strapless/low cut/backless apparel, deliberately cut or torn garments that show skin, or midriff tops. (Midriff tops are those that reveal bare skin on the mid-section of the body while standing or sitting.)
- Students are prohibited from wearing garments that sag below the waistline. Pants or shorts must be fitted at the waist and in the crotch, not oversized or baggy. Pant legs should be no wider than the length of the shoe. Students are encouraged to wear belts with garments designed to be worn with belts.
- All garments including shorts, skirts, and dresses must be an appropriate and modest length - at least mid-thigh or longer.
- Students cannot wear garments with visual or written messages that are likely to cause a disruption to the school environment. Examples of such prohibited visual or written messages include, but are not limited to, drugs, alcohol, tobacco, weapons, violence, vulgar or obscene language or images, sarcastic and disrespectful messages, and/or insults to race, religion, gender, or ethnicity.
- A student is prohibited from wearing any form of dress or accessory identifying him or her with a gang or cult or symbolizing the beliefs of such a group.
- Shoes should not detract from or interfere with the learning environment or present a safety or health hazard, for example, high heel shoes. Heelys or shoes with wheels will not be allowed nor will rubber flip flops, slides, or shower shoes for safety reasons. Tennis shoes or closed toed shoes are preferred. (Tennis shoes are required for PE.)
- No type of head covering is to be worn inside the school buildings. Exceptions would be a cap or hat that is part of a uniform worn at a school activity or a head covering worn for religious or medical purposes. Examples of prohibited head covering according to the guidelines include, but are not limited to skull/wave caps, scarves, hairnets, visors, head/sweatbands and bandanas.
- Sunglasses shall not be worn in any school building or be visible during the school day.
- Students must wear appropriate underclothing. Clothing, which allows undergarments to be seen, is not allowed. Noisy, distracting, and/or excessive jewelry or accessories, including wallet chains, rubber bands as bracelets, medallions or pendants are prohibited. Rope chains or large metal chains may not be worn either around the neck or the body; as a watch chain; or as a belt. Earrings in pierced ears are allowed, but all other body piercing jewelry is strictly prohibited. Permanent or temporary

tattoos, writing, or drawing on the skin will not be permitted. Body tattoos must be covered at all times.

- The student's hairstyle and makeup must not detract from or interfere with the learning and school environment. Hair must be kept well groomed, neat, and clean at all times. Hair shall not interfere with the student's vision. Hair must be a natural color as determined by the campus administrator.
- Male hair length may extend to, but not past, the bottom of the collar of a sports shirt or to the neckline of a t-shirt when combed down. Lines or symbols cut in hair, Mohawks or similar haircuts will not be allowed. Hair shall not go below the eyebrow. Sideburns shall not extend below the earlobe. The face must be clean-shaven. No mustaches, goatees, or muttonchops will be allowed.
- Backpacks should not detract from or interfere with the learning environment or present a safety or health hazard.

Students participating in school-related activities, such as extracurricular or UIL activities or other special functions, may have a different dress or grooming code required by the sponsor, coach, or administration.

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

ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES

Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones

For safety purposes, the district permits students to possess personal mobile telephones; however, these devices must remain turned off 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 telecommunications devices such as netbooks, laptops, tablets, or other portable computers.

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

If a student uses a telecommunications device without authorization during the school day, the device will be confiscated. The parent may pick up the confiscated telecommunications device from the principal's office.

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

In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel. [See **Searches** on page 54 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 54 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 Telecommunications 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

To prepare students for an increasingly technological society, the district has made an investment in the use of district-owned technology resources for instructional purposes; specific resources may be issued individually to students. Use of these technological resources, which include the district's network systems and use of district equipment, is restricted to approved purposes only. Students and parents will be asked to sign a user agreement (separate from this handbook) regarding use of these district resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Unacceptable and Inappropriate Use of Technology Resources

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

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as "sexting," will be disciplined 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 <http://beforeyoutext.com>, a state-developed program that addresses the consequences of engaging in inappropriate behavior using technology.

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

ENGLISH LANGUAGE LEARNERS

A student who is an English language learner is entitled to receive specialized services from the district. To determine whether the student qualifies for services, a Language Proficiency Assessment Committee (LPAC) will be formed, which will consist of both district personnel and at least one parent representative. The student's parent must consent to any services recommended by the LPAC for an English 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 that the student will require to eventually become proficient at grade level work in English. Ongoing assessments will be conducted to determine a student's continued eligibility for the program.

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR L, as mentioned at **Standardized Testing** on page 55, may be administered to an English language learner, or, for a student up to grade 5, a Spanish version of STAAR. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to English 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. [Also see **Transportation** on page 57.]

Eligibility for initial and continuing participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL)—a statewide association overseeing interdistrict competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students involved in UIL athletic activities and their parents can access the UIL Parent Information Manual at <https://www.uil texas.org/athletics/manuals>; a hard copy can be provided by the coach or sponsor of the activity on request. To report a complaint of alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of TEA at (512) 463-9581 or curriculum@tea.texas.gov.

[See <http://www.uil texas.org> for additional information on all UIL-governed activities.]

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 an Advanced Placement (AP) or International Baccalaureate (IB) course; or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or language other than English—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 but may not participate in any competitive activity.
- An absence for participation in an activity that has not been approved will receive an unexcused absence.

Standards of Behavior

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

FEES

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

- Costs for materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.

- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student accident insurance.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses, if offered.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- A reasonable fee for providing transportation to a student who lives within two miles of the school. [See **Buses and Other School Vehicles** on page 57.]
- A fee not to exceed \$50 for costs of providing an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program in order for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a course taken through the Texas Virtual School Network (TxVSN).

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

FUNDRAISING

Student groups or classes and/or parent groups may be permitted to conduct fundraising drives for approved school purposes. An application for permission must be made to the fund-raising committee at least 1 semester before the event. [For further information, see policies FJ and GE.]

GANG-FREE ZONES

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

GENDER-BASED HARASSMENT

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 25.]

GRADING GUIDELINES

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

In grades Pre-K–5, achievement is reported to parents as:

Numerical grades or objective reports. Students must pass their academic work with a 70 average in order to be promoted to the next grade. Parents and teachers need to work together to help the children achieve academic success and to solve any possible academic problems. Promotion, retention, and placement are as follows:

- 1 through 5 grades will receive numerical grades in all subjects. Pre-K through 2nd will not have an Honor Roll.
- Pre-K and K will receive objective type reports in academic subjects with mastery and non-mastery noted.
- Students receiving an N or U in any subject in conduct will not be allowed on the Honor Roll.

There will be a minimum of at least the following per Nine Weeks:

- 5 tests in Math at least 16 daily grades in Math
- 5 tests in Reading at least 16 daily grades in Reading
- 5 tests in Spelling at least 6 daily grades in Spelling
- 4 tests in Language at least 8 daily grades in Language

Third through Fifth grades will give at least 3 test grades in Social Studies and Science.

E, S, N, or U will be given instead of number grades in the following classes: Computer, PE, Music, and Fine Arts.

The criteria for grade determination shall be:

- All assigned work will be graded or reviewed.
- All taught material will be based on Texas Knowledge Skills (TEKS) and local performance criteria.
- Teachers will have freedom of teaching techniques, projects, checklists, daily work, teacher observation, and tests, (daily, weekly, unit, nine weeks, etc.)
- Grades will be determined by the formula of 60% daily and 40% tests.

The standard practices for tests and daily work will be:

- No more than 5 points off for not including his/her name or incomplete heading.
- No more than 10 points off for late papers. Papers not turned in by the four-week grading period will receive a 0.
- When a student has been absent, he/she will be responsible for obtaining and completing the makeup work in a satisfactory manner and within the time specified by the teacher.
- A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.
- A student will be permitted to make up tests and to turn in projects due in any class missed because of an absence.
- For work completed, no more than 10 points will be taken off for punctuation and spelling, excluding Language Arts and Spelling assignments.

Students should be responsible for all homework, classroom, and make-up work.

(In order for parents to monitor their children's grades, they may access LISD's on-line progress report system which can be accessed from the LISD's main web site at www.lexingtonisd.net. Parents will need their children's six digit student ID numbers and the last four digits of their social security numbers. Contact the elementary office if assistance is needed.)

[Also see **Report Cards/Progress Reports and Conferences** on page 51 for additional information on grading guidelines.]

[Also see **Standardized Testing** on page 55 for more information.]

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HARASSMENT

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 25.]

HAZING

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

Hazing will not be tolerated by the district. If an incident of hazing occurs, disciplinary consequences will be handled in accordance with the Student Code of Conduct. It is a criminal offense if a person engages in

hazing; solicits, encourages, directs, aids, or attempts to aid another in hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to report this to the principal or superintendent.

[Also see **Bullying** on page 20 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 notifiable 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 websites for the Centers for Disease Control and Prevention, <http://www.cdc.gov>, and the Department of State Health Services, <http://www.dshs.state.tx.us>.

* Please note that the TDSHS requires at least one meningococcal vaccination for a student ages 11 to 12 or for a student enrolling in grades 7–12, and state guidelines recommend this vaccination be administered between ages 11 and 12, with a booster dose at 16 years of age. Also note that entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse

for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

[Also refer to **Immunization** on page 42 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 www.Lexingtonisd.net.

[Also see policy FFAF and **Celebrations** on page 21.]

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 child will need to be picked up from school and to 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.

More information on head lice can be obtained from the TDSHS website at <http://www.dshs.state.tx.us/schoolhealth/lice.shtm>.

Physical Activity Requirements

Elementary School

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

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

School Health Advisory Council (SHAC)

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

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.]

Student Wellness Policy/Wellness Plan

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

Other Health-Related Matters

Physical Fitness Assessment (Grades 3–12)

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

Vending Machines (All Grade Levels)

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 principal. [See policies at CO and FFA.]

Tobacco and E-Cigarettes Prohibited

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

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

Asbestos Management Plan

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's Asbestos Management Plan is available in the superintendent's office. If you have any questions or would like to examine the district's plan in more detail, please contact Allen Retzlaff, the district's designated asbestos coordinator, at (979) 773-2255.

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 U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who have further questions or who want to be notified prior to pesticide application inside their child's school assignment area may contact Allen Retzlaff, the district's IPM coordinator, at (979) 773-2255.

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, Rebecca French, at (979) 773-2254.

[See also **Students Who Are Homeless** on page 42.]

ILLNESS

[See **Student Illness** under **Health-Related Matters** on page 38.]

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 (TDSHS), Immunization Branch, can be honored by the district. This form may be obtained by writing the TDSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at <https://corequest.dshs.texas.gov/>. The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are: diphtheria, tetanus, and pertussis; 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 a member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a lifelong condition.

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

[For further information, see policy FFAB(LEGAL) and the TDSHS website:
<http://www.dshs.state.tx.us/immunize/school/default.shtm>.]

LAW ENFORCEMENT AGENCIES

Questioning of Students

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

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

Students Taken Into Custody

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

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

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

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

Notification of Law Violations

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been 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 policies FL(LEGAL) and GRAA(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 child early on a regular basis results in missed opportunities for learning. Unless the principal has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the school day.

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

- For students in elementary and middle school, a parent or otherwise authorized adult must come to the office and sign the student out. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. For safety purposes and stability of the learning environment, we cannot allow you to go to the classroom or other area unescorted to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.
- If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school. Unless directed by the parent to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures as listed

above. If a student is allowed to leave campus by himself or herself, as permitted by the student's parent, or if the student is age 18 or is an emancipated minor, the nurse will document the time of day the student was released. Under no circumstances will a child in elementary or middle school be released unaccompanied by a parent or adult authorized by the parent.

At Any Other Time During the School Day

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

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

LOST AND FOUND

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

MAKEUP WORK

Makeup Work Because of Absence

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

A student will be responsible for obtaining and completing the makeup work in a satisfactory manner and within the time specified by the teacher. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

A student 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 grade." [See also **Attendance for Credit or Final Grade** on page 18.]

A student involved in an extracurricular activity must notify his or her teachers ahead of time about any absences.

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

In-School Suspension (ISS) Makeup Work

A student removed from the regular classroom to in-school suspension or another setting, other than a DAEP, will have an opportunity to complete before the beginning of the next school year each course the student was

enrolled in at the time of removal from the regular classroom. The district may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FO(LEGAL).]

MEDICINE AT SCHOOL

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

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.
- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container.
- Nonprescription medication, in the original, properly labeled container, provided by the parent along with a written request.
- Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.

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

For students at the elementary level, the student's 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.

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 or principal.

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

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, Lexington ISD does not discriminate on the basis of race, religion, color, national origin, gender, sex, disability, age, or any other basis prohibited by law, in providing education services, activities, and programs, including CTE programs, and provides equal access to the Boy Scouts and other designated youth groups. The following district representatives have been designated to coordinate compliance with these legal requirements:

- Title IX Coordinator, for concerns regarding discrimination on the basis of sex, including sexual harassment or gender-based harassment: Dr. Brad Schnautz, Superintendent, 8731 North Highway 77, Lexington, TX, (979) 773-2254.
- ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Rebecca French, Special Programs Coordinator, 8731 North Highway 77, Lexington, TX, (979) 773-2254.
- All other concerns regarding discrimination: See the superintendent, Dr. Brad Schnautz.

[See policies FB, FFH, and GKD.]

PARENT AND FAMILY ENGAGEMENT

Working Together

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

- Encouraging your child to put a high priority on education and working with your child 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 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 24.]
- 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 at (979) 772-2525 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 51.]
- Becoming a school volunteer. [For further information, see policy GKG and **Volunteers** on page 59.]
- Participating in campus parent organizations. Parent organizations include: Lexington Elementary PTO.
- 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 Lynette Brown.]
- Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction and other wellness issues. [See policies at BDF, EHAA, FFA, and information in this handbook at **School Health Advisory Council (SHAC)** on page 41.]
- 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.
- 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

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.

[Also see policy FFAA.]

PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE (All Grade Levels)

Each school day, students will recite the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See **Reciting the Pledges to the U.S. and Texas Flags** on page 7.]

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

[See policy EC for more information.]

PRAYER

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

PROMOTION AND RETENTION

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

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.

Elementary and Middle/Junior High Grade Levels

In grades 1-5, promotion to the next grade level shall be based on an end-of -year average of 70 in each of the core subject areas Reading, Math, and Language Arts and a combined average of 70 in Science and Social Studies on a scale of 100 based on course-level, grade-level standards (TEKS). [Refer to your EIE(LOCAL)]

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

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

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

If a student in grades 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 55.]

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

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

Parents of a student at or above grade level 3 who does not perform satisfactorily on his or her state-mandated exams will be notified that their child will participate in special instructional programs designed to improve performance. The student may be required to participate in this instruction before or after normal school hours or outside of the normal school year. 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.

[For additional information, see the school counselor or principal and policy EIF(LEGAL).]

RELEASE OF STUDENTS FROM SCHOOL

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

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

has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the instructional day.

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

REPORT CARDS/PROGRESS REPORTS AND CONFERENCES

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

During the fourth week of a nine-week grading period, parents will receive a progress report if their child's performance in any course/subject area is near or below 70, or is below the expected level of performance. If the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be requested to schedule a conference with the teacher of that class or subject. [See **Working Together** on page 47 for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the principal and/or superintendent 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 36.]

Questions about grade calculation should first be discussed with the teacher; if the question is not resolved, the student or parent may request a conference with the principal in accordance with FNG(LOCAL).

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

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

RETALIATION

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 25.]

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, campus behavior coordinator, teachers, or bus drivers.
- Remain alert to and promptly report to a teacher or the principal any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Accident Insurance

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

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

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

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

Automated phone calls, tweets, and media, such as:

Radio

98.5 FM Rockdale KRXT

TV

Channel 24 Austin KVUE

100.7 FM Austin KASE

Channel 36 Austin KXAN

98.1 FM Austin KVET

Channel 7 Austin KTBC

1300 AM Austin KVET

Channel 42 Austin KEYE

106.1 FM Brenham/College Station KTEX

SCHOOL FACILITIES

Use by Students Before and After School (All Grade Levels)

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. Gates will be locked at 7:55 a.m. Students are required to remain in the area where their activity is scheduled to take place. Before 8:00 a.m. students may have classroom activities to complete.

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

- Hallway sitting beside homerooms
- Hallway sitting beside principal's office
- Cafeteria

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

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

Conduct Before and After School (All Grade Levels)

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 Lunch Program and offers students nutritionally balanced meals daily in accordance with standards set forth in state and federal law.

Free and reduced-price meals are available based on financial need or household situation. Information about a student's participation is confidential; 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 notifies the district that a student's information should not be disclosed. A parent's decision will not affect the child's eligibility for free and reduced price meals or free milk. See campus office staff to apply for free or reduced price meal services.

Parents are strongly encouraged to continually monitor their child's meal account balance. Parents may use My School Bucks at myschoolbucks.com to view meal account balances and make payments. When a student's meal account is depleted, the district will notify the parent. The district will present the parent with a schedule of repayment for any outstanding account balance. If the district is unable to work out an agreement with student's parent on replenishment of the student's meal account and payment of any outstanding balance, the student will receive an alternate meal.

Library (All Grade Levels)

The library is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. The library is open for independent student use during assigned times.

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 (All Grade Levels)

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 suspicion 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.

Telecommunications and Other Electronic Devices (All Grade Levels)

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 31 for more information.]

Trained Dogs (All Grade Levels)

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.

SEXUAL HARASSMENT

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 25.]

SPECIAL PROGRAMS (All Grade Levels)

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

STANDARDIZED TESTING

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 and 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, in order for the student to be promoted to the next grade level. [See **Promotion and Retention** on page 49 for additional information.]

STAAR A will be available for an eligible student with a Section 504 accommodation plan who has been identified with dyslexia or a related disorder, as well as for a student receiving special education services, if the

student meets state-established criteria and requires certain instructional and assessment accommodations on a routine basis.

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

STAAR L is a linguistically accommodated assessment that is available for certain limited English proficient (LEP) students, as determined by the student's Language Proficiency Assessment Committee (LPAC). A Spanish version of STAAR is also available to students through grade 5 who need this accommodation.

STUDENTS IN FOSTER CARE (All Grade Levels)

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 **Rebecca French**, who has been designated as the district's foster care liaison, at **(979) 773-2254** with any questions.

[See also **Students in the Conservatorship of the State** on page 12 for more information.]

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 Texas Department of State Health Services (TDSHS) maintains information regarding children's mental health and substance abuse intervention services on its website: <http://www.dshs.state.tx.us/mhsa-child-adolescent-services/>.

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 <http://www.texassuicideprevention.org> or contact the school counselor for more information related to suicide prevention services available in your area.

SUMMER SCHOOL

Summer School may be required for students who do not meet standards on the Reading and Math portions of the STAAR Test in Third Grade, the Reading and Math portions of the STAAR Test in Fourth Grade, and the Reading and Math portions of the STAAR Test in Fifth Grade. (ARD exemptions will be taken in account.)

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 and course objectives. A student who is issued a damaged item should report the damage to the teacher. Any

student failing to return an item in acceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage paid for by the parent; however, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

When textbooks, IPADs, laptops, etc. are checked in (or at the end of year) fines will be assessed as follows:

Creased page(s)	\$.50
Torn page(s)	\$2.00 (per page), 2 or more pages – total book replacement
Damaged cover	\$15.00
Loose binding	\$20.00 to total replacement
Writing in book	\$.50 - \$2.00
Lost books	Total replacement cost (district textbook coordinator will determine)
Technology	Up to the cost to the district to fix or to replace items

TRANSFERS

The principal is authorized to transfer a student from one classroom to another.

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. (Also room parents only are allowed to ride the bus on class trips in K-2).

Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school. This service is provided at no cost to students.

Bus routes and stops will be designated annually, and any subsequent changes will be posted at the school and on the district's website. For the safety of the operator of the vehicle and all passengers, students must board buses or other vehicles only at authorized stops, and drivers must unload passengers only at authorized stops.

A parent may also designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated facility or residence must be on an approved stop on an approved route. Parents must provide prior written notice when student transportation plans are changed. The elementary office requests that no calls be made after 3:00 PM changing transportation plans. For information on bus routes and stops or to designate an alternate pickup or drop-off location, you may contact James Marburger, transportation director, (979) 773-2254, ex. 259.

[See the Student Code of Conduct for provisions regarding transportation to the 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.

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

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

Upon request of a parent of a student who receives special education services, a staff member, or a board member, state law requires the district to place video and audio recording equipment in a classroom in which the student spends at least 50 percent of his or her instructional day, referred to in the 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 for further information or to request the installation and operation of this equipment.

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.

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 grade level teachers or the principal for more information and to complete an application.

WITHDRAWING FROM SCHOOL

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

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

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

Glossary

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

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

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

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

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

EOC 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 exams will be given in English I, English II, Algebra I, Biology, and U.S. History.

ESSA is the Every Student Succeeds Act passed by the federal government 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 beginning with ninth graders in the 2014–15 school year, 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.

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 achievement assessments, effective beginning with certain students for the 2011–2012 school year.

STAAR A is an accommodated version of the STAAR that is available for certain students who receive special education services or students who have been identified as dyslexic.

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

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

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

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 I:

Freedom from Bullying Policy

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

STUDENT WELFARE: FREEDOM FROM BULLYING

FFI(LOCAL)

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).

ACCESS TO POLICY AND PROCEDURES

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's Web site, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

APPENDIX II: Acknowledgment Form—Amendment

My child and I have received a copy of the Lexington Elementary Student Handbook Amendment #_____ dated _____.

Print name of student: _____

Signature of student: _____

Signature of parent: _____

Date: _____

Lexington Elementary Behavior Expectations

1. Line Procedures:
 - a. Walking in a single-file line
 - b. Facing forward while walking
 - c. Walking quietly
 - d. Keeping hands and feet to self
 - e. Stopping at appropriate stop symbols
2. Cafeteria:
 - a. Walking in a line
 - b. Raising hand for permission to get up or for help
 - c. Talking in a 10 inch voice
 - d. Cleaning up after self
 - e. Using good manners
3. Classroom:
 - a. Sitting correctly at table or desk—not on top of
 - b. Using good manners
 - c. Cleaning up after self
 - d. Being respectful of adults and students
 - e. Following directions
 - f. Keeping feet and hands to self
4. Playground:
 - a. Using playground equipment correctly
 - b. Playing fairly
 - c. Listening to teachers
 - d. Being safety conscious

Consequences for Misbehaviors:

1. One verbal warning
2. Lunch or recess time-out/detention
3. Time-out/detention and parent notification by phone or e-mail
4. Time-out/detention and parent conference
5. Office referral which could result in suspension (in or out of school)

Lexington Independent School District

2016-2017 Employee Handbook

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Employee Handbook Receipt

Name _____

Campus/Department _____

I hereby acknowledge receipt of a copy of the Lexington ISD Employee Handbook. I agree to read the handbook and abide by the standards, policies, and procedures defined or referenced in this document.

Employees have the option of receiving the handbook in electronic format or hard copy.

www.lexingtonisd.net

>Staff

>Emp

Please indicate your choice by checking the appropriate box below:

☐ I choose to receive the employee handbook in electronic format and accept responsibility for accessing it according to the instructions provided.

☐ I choose to receive a hard copy of the employee handbook.

The information in this handbook is subject to change. I understand that changes in district policies may supersede, modify, or render obsolete the information summarized in this book. As the district provides updated policy information, I accept responsibility for reading and abiding by the changes.

I understand that no modifications to contractual relationships or alterations of at-will employment relationships are intended by this handbook.

I understand that I have an obligation to inform my supervisor or department head of any changes in personal information such as phone number, address, etc. I also accept responsibility for contacting my supervisor or the department head if I have questions or concerns or need further explanation.

Signature

Date

Please sign and date this receipt and forward it to your supervisor.

Introduction

The purpose of this handbook is to provide information that will help with questions and pave the way for a successful year. Not all district policies and procedures are included. Those that are have been summarized. Suggestions for additions and improvements to this handbook are welcome and may be sent to the Superintendent.

This handbook is neither a contract nor a substitute for the official district policy manual. Nor is it intended to alter the at-will status of noncontract employees in any way. Rather, it is a guide to and a brief explanation of district policies and procedures related to employment. These policies and procedures can change at any time; these changes shall supersede any handbook provisions that are not compatible with the change. For more information, employees may refer to the policy codes that are associated with handbook topics, confer with their supervisor, or call the appropriate district office. District policies can be accessed on line at www.lexingtonisd.net.

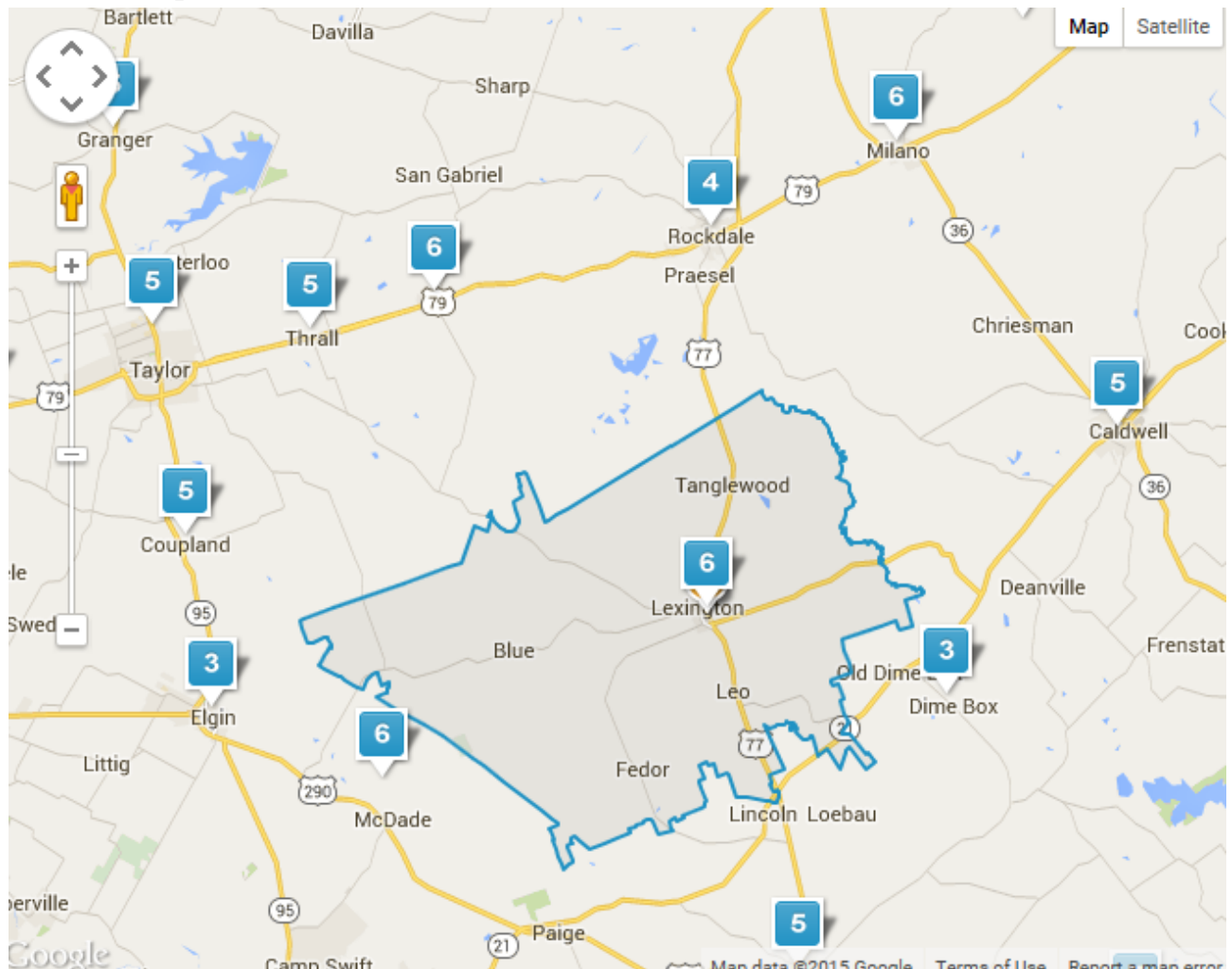
District Information

Description of the District

Lexington, with a population of 1,177 citizens, is a small rural community located 50 miles east of Austin and 55 miles west of Bryan and College Station.

Conservative in nature, the community is family oriented and retains traditional values. With a rich historical background dating back to 1824, Lexington is viewed as a good place to raise a family. The area has several active service organizations, including Lions Club, Rotary Club, Volunteer Fire Departments, Volunteer EMS, American Legion, American Legion Auxiliary, Community Chamber of Commerce, Masonic Lodge, and Eastern Star, as well as a rich base of denominational churches.

District Map



Mission, Call to Action, Our Beliefs and Goals

Policy AE

Our Mission

- Lexington Independent School District fosters a community of life-long learners by providing an environment that builds self-worth, integrity, and respect for diversity while striving for excellence.

Call to Action

- All students at Lexington ISD will be prepared to thrive in the future they create and become dynamic contributors to an ever-changing, global community.

Our Beliefs

We believe...

- Every child is a unique learner with immense value, worth, and purpose.
- Education is the sum of experiences, comes with responsibility, and requires meaningful communication with all stakeholders.
- Students deserve a safe, nurturing environment that they can turn to for help and resources.
- Self-motivation and persistence are necessary to achieve life-long goals and real-world success.
- Adventurous teaching leads to active student engagement.
- The future of society is impacted by the preparedness of our students.
- Students are not the only ones learning and teachers are not the only ones teaching.
- Every student is an innate problem solver and can be a critical thinker.
- Environment and attitude are contagious; positive and negative.
- Every student deserves to feel successful (no matter how small the gain) as a result

Goals

- Goal 1: We will utilize a system of accountability and evaluate professional development that is aligned to our call to action.
- Goal 2: We will utilize a system of accountability to implement and evaluate instructional programs that are aligned to our call to action.
- Goal 3: We will increase opportunities for all students to become socially, emotionally, and culturally intelligent.
- Goal 4: We will develop opportunities for all students to be engaged in positive social and emotional experiences.
- Goal 5: We will seek partnerships and alternative fiscal resources to accomplish our call to action.
- Goal 6: We will create a system that ensures resources are allocated based on our call to action.
- Goal 7: We will create systems and processes that will provide students with necessary knowledge, skills, and experiences to pursue the future opportunities of their choice.
- Goal 8: We will integrate a variety of teaching methods that foster student engagement.
- Goal 9: We will emphasize the use of technology across the learning environment.

Board of Trustees

Policies BA, BB series, BD series, and BE series

Texas law grants the board of trustees the power to govern and oversee the management of the district's schools. The board is the policy-making body within the district and has overall responsibility for the curriculum, school taxes, annual budget, employment of the superintendent and other professional staff, and facilities. The board has complete and final control over school matters within limits established by state and federal laws and regulations.

The board of trustees is elected by the citizens of the district to represent the community's commitment to a strong educational program for the district's children. Board members are elected at-large and serve three-year terms. Board members serve without compensation, must be qualified voters, and must reside in the district.

Current board members include:

- Scott Sanders, President
- Riza Cooper, Vice-President
- Shannon Patschke, Secretary
- Michael Hess, Member
- Dave Roussel, Member
- Dr. Mark Strain, Member
- Stacey Stampert, Member

The board usually meets the third Monday of the Month at 7:00 P.M. in the LISD Administration Building at 8731 N. Hwy. 77. In the event that large attendance is anticipated, the board may meet at LHS Library. Special meetings may be called when necessary. A written notice of regular and special meetings will be posted on the district website and at the LISD Administration Building at least 72 hours before the scheduled meeting time. The written notice will show the date, time, place, and subjects of each meeting. In emergencies, a meeting may be held with a two-hour notice.

All meetings are open to the public. In certain circumstances, Texas law permits the board to go into a closed session from which the public and others are excluded. Closed session may occur for such things as discussing prospective gifts or donations, real-property acquisition, certain personnel matters including employee complaints, security matters, student discipline, or consulting with attorneys regarding pending litigation.

Administration

Brad Schnautz, Ed.D., Superintendent of Schools

Sarah Garrison, High School Principal

William Paul, Middle School Principal

Lynette Brown, Elementary School Principal

Katharine Bricker, DAEP Principal & Secondary Assistant Principal

Curtis Patschke, Technology Director

Ashton Booth, Special Education Director

Rebecca French, Special Programs & Curriculum Director

Kirk Muhl, Athletic Director

Kathy Dube, Business Manager

Renee Dodd, Superintendent's Secretary, Human Resources/Accounts Payable

Jennifer Schneider, Human Resources/Payroll Specialist

School Calendar

Lexington Independent School District

July 2016							January 2017						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2	1	2	3	4	5	6	7
3	4	5	6	7	8	9	8	9	10	11	12	13	14
10	11	12	13	14	15	16	15	16	17	18	19	20	21
17	18	19	20	21	22	23	22	23	24	25	26	27	28
24	25	26	27	28	29	30	29	30	31				
31													
August 2016							February 2017						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6		5	6	7	8	9	10	11
7	8	NT	NT	11	12	13	12	13	14	15	16	17	18
14	15	16	17	18	19	20	19	20	21	22	23	24	25
21	22	23	24	25	26	27	26	27	28				
28	29	30	31										
September 2016							March 2017						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3				1	2	3	4
4	5	6	7	8	9	10	5	6	7	8	9	10	11
11	12	13	14	15	16	17	12	13	14	15	16	17	18
18	19	20	21	22	23	24	19	20	21	22	23	24	25
25	26	27	28	29	30		26	27	28	29	30	31	
October 2016							April 2017						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1							1
2	3	4	5	6	7	8	2	3	4	5	6	7	8
9	10	11	12	13	14	15	9	10	11	12	13	14	15
16	17	18	19	20	21	22	16	17	18	19	20	21	22
23	24	25	26	27	28	29	23	24	25	26	27	28	29
30	31						30						
November 2016							May 2017						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
		1	2	3	4	5			1	2	3	4	5
6	7	8	9	10	11	12	7	8	9	10	11	12	13
13	14	15	16	17	18	19	14	15	16	17	18	19	20
20	21	22	23	24	25	26	21	22	23	24	25	26	27
27	28	29	30				28	29	30	31			
December 2016							June 2017						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3					1	2	3
4	5	6	7	8	9	10	4	5	6	7	8	9	10
11	12	13	14	15	16	17	11	12	13	14	15	16	17
18	19	20	21	22	23	24	18	19	20	21	22	23	24
25	26	27	28	29	30	31	25	26	27	28	29	30	

2016-2017 School Calendar



Legend

- NT New Staff Training
- Comp Day / Student Holiday
- Elementary: End of Grading Period
- Secondary: End of Grading Period
- Staff Day / Student Holiday
- Holiday
- Bad Weather Day
- Early Out
- First Day of School

Secondary Nine Weeks

August 22 - October 14
October 17 - December 17
January 4 - March 10
March 20 - May 25

1st Semester: 78 Days - 2nd Semester 92 Days

Elementary Nine Weeks

August 22 - October 21
October 24 - January 13
January 17 - March 24
March 27 - May 25

1st Semester: 86 Days - 2nd Semester 84 Days

Holidays

September 5 - Labor Day
November 21-25 - Thanksgiving
December 19-30 - Christmas
January 16 - MLK Day
March 13-17 - Spring Break
March 3 - Lee County Jr. Livestock Show (TBD)
April 14 - Easter Friday
May 29 - Memorial Day

Inservice: Aug 11-12, Aug 15-19, Jan 2-3,
May 26, 30-31, June 1-2
Staff Comp Days: Aug 9, Aug 10, Oct 10
Total Days: Students 170, Teachers 187
Board Approved 04/18/2016



Helpful Contacts

From time to time, employees have questions or concerns. If those questions or concerns cannot be answered by supervisors or at the campus or department level, the employee is encouraged to contact the appropriate department as listed below.

PROGRAM	ELEMENTARY	MIDDLE SCHOOL	HIGH SCHOOL
AT-RISK CAMPUS CONTACT	Lynette Brown	William Paul	Sarah Garrison
CAREER AND TECHNOLOGY CONTACT	N/A	Rebecca French	Rebecca French
CURRICULUM DIRECTOR	Rebecca French	Rebecca French	Rebecca French
DYSLEXIA SCREENING	Lynette Brown	William Paul	Sarah Garrison
ESL SCREENING	Michele Brown	Rebecca French	Rebecca French
GIFTED AND TALENTED COORDINATOR	Christine McManus	Rebecca French	Rebecca French
MIGRANT CONTACT	Rebecca French	Rebecca French	Rebecca French
SAFE AND DRUG FREE CAMPUS CONTACT	Kayla Dodd	Candace Weiser	Anna Bayer
SPECIAL EDUCATION DIRECTOR	Ashton Booth	Ashton Booth	Ashton Booth
SPECIAL EDUCATION SECRETARY	Juanita Clifford	Juanita Clifford	Juanita Clifford
504 CAMPUS CONTACT	Kayla Dodd	Candace Weiser	Anna Bayer

Employment

Equal Employment Opportunity

Policies DAA, DIA

Lexington ISD does not discriminate against any employee or applicant for employment because of race, color, religion, gender, national origin, age, disability, military status, genetic information, or on any other basis prohibited by law. Additionally, the district does not discriminate against an employee or applicant who acts to oppose such discrimination or participates in the investigation of a complaint related to a discriminatory employment practice. Employment decisions will be made on the basis of each applicant's job qualifications, experience, and abilities.

Employees with questions or concerns relating to discrimination for any of the reasons listed above should contact the Superintendent.

Job Vacancy Announcements

Policy DC

The District's employment policy must provide that not later than the tenth school day before the date on which the District fills a vacant position for which a certificate or license is required as provided by Education Code 21.003 [see DBA], other than a position that affects the safety and security of students as determined by the Board, the District must provide to each current District employee:

1. Notice of the position by posting the position on:
 - a. A bulletin board at:
 - (1) A place convenient to the public in the District's central administrative office, and
 - (2) The central administrative office of each campus during any time the office is open; or
 - b. The District's Internet website, if the District has a website; and
2. A reasonable opportunity to apply for the position.

Education Code 11.1513(d)

If a vacant position is defined by Education Code 21.201 [see DCB], see exceptions in Policy DC.

Employment After Retirement

Policy DC

Individuals receiving retirement benefits from the Teacher Retirement System (TRS) may be employed in limited circumstances on a full- or part-time basis without affecting their benefits, according to TRS rules and state law. Detailed information about employment after retirement is available in the TRS publication *Employment After Retirement*. Employees can contact TRS for additional information by calling 800-223-8778 or 512-542-6400. Information is also available on the TRS Website (www.trs.state.tx.us).

Contract and Noncontract Employment

Policy DC series

State law requires the district to employ all full-time professional employees in positions requiring a certificate from the State Board for Educator Certification (SBEC) and nurses under probationary, term, or continuing contracts. Employees in all other positions are employed at-will or by a contract that is not subject to the procedures for nonrenewal or termination under Chapter 21 of the Texas Education Code. The paragraphs that follow provide a general description of the employment arrangements used by the district.

Probationary Contracts. Nurses and full-time professional employees new to the district and employed in positions requiring SBEC certification must receive a probationary contract during their first year of employment. Former employees who are hired after a two-year lapse in district employment or employees who move to a position requiring a new class of certification may also be employed by probationary contract. Probationary contracts are one-year contracts. The probationary period for those who have been employed as a teacher in public education for at least five of the eight years preceding employment with the district may not exceed one school year.

For those with less experience, the probationary period will be three school years (i.e., three one-year contracts) with an optional fourth school year if the board determines it is doubtful whether a term or continuing contract should be given.

Term Contracts. Full-time professionals employed in positions requiring certification and nurses will be employed by term contracts after they have successfully completed the probationary period. The terms and conditions of employment are detailed in the contract and employment policies. All employees will receive a copy of their contract. Employment policies can be accessed on line or copies will be provided upon request.

Noncertified Professional and Administrative Employees

. Employees in professional and administrative positions that do not require SBEC certification (such as noninstructional administrators) are employed by a one-year contract that is not subject to the provisions for nonrenewal or termination under the Texas Education Code.

Paraprofessional and Auxiliary Employees

All paraprofessional and auxiliary employees, regardless of certification, are employed at will and not by contract. Employment is not for any specified term and may be terminated at any time by either the employee or the district.

Certification and Licenses

Policies DBA, DF

Professional employees whose positions require SBEC certification or professional license are responsible for taking actions to ensure their credentials do not lapse. Employees must submit documentation that they have passed the required certification exam and/or obtained or renewed their credentials to the Superintendent's Office in a timely manner.

A certified employee's contract may be voided without due process and employment terminated if the individual does not hold a valid certificate or fails to fulfill the requirements necessary to renew or extend a temporary certificate, emergency certificate, probationary certificate, or permit. A contract may also be voided if SBEC suspends or revokes certification because of an individual's failure to comply with criminal history background checks. Contact SBEC if you have any questions regarding certification or licensure requirements.

Searches and Alcohol and Drug Testing

Policy CQ, DHE

Noninvestigatory searches in the workplace including accessing an employee's desk, file cabinets, or work area to obtain information needed for usual business purposes may occur when an employee is unavailable. Therefore, employees are hereby notified that they have no legitimate expectation of privacy in those places. In addition, the district reserves the right to conduct searches when there is reasonable cause to believe a search will uncover evidence of work-related misconduct. Such an investigatory search may include drug and alcohol testing if the suspected violation relates to drug or alcohol use. The district may search the employee, the employee's personal items, and work areas including district-owned computers, lockers, and private vehicles parked on district premises or work sites or used in district business.

Employees Required to Have a Commercial Driver's License. Any employee whose duties require a commercial driver's license (CDL) is subject to drug and alcohol testing. This includes all drivers who operate a motor vehicle designed to transport 16 or more people counting the driver, drivers of large vehicles, or drivers of vehicles used in the transportation of hazardous materials. Teachers, coaches, or other employees who primarily perform duties other than driving are subject to testing requirements if their duties include driving a commercial motor vehicle.

Drug testing will be conducted before an individual assumes driving responsibilities. Alcohol and drug tests will be conducted when reasonable suspicion exists, at random, when an employee returns to duty after engaging in prohibited conduct, and as a follow-up measure. Testing may be conducted following accidents. Return-to-duty and follow-up testing will be conducted if an employee who has violated the prohibited alcohol conduct standards or tested positive for alcohol or drugs is allowed to return to duty.

All employees required to have a CDL or who otherwise are subject to alcohol and drug testing will receive a copy of the district's policy, the testing requirements, and detailed information on alcohol and drug abuse and the availability of assistance programs.

Employees with questions or concerns relating to alcohol and drug policies and related educational material should contact the transportation director at 979-773-2254, ext. 259.

Health Safety Training

Policies DBA, DMA

Certain employees who are involved in physical activities for students must maintain and submit to the district proof of current certification or training in first aid, cardiopulmonary resuscitation (CPR), the use of an automated external defibrillator (AED), concussions, and extracurricular athletic activity safety. Certification or documentation of training must be issued by the American Red Cross, the American Heart Association, University Interscholastic League, or another organization that provides equivalent training and certification. Employees subject to this requirement must submit their certification or documentation to their campus principal by the first day of in-service.

Reassignments and Transfers

Policy DK

All personnel are subject to assignment and reassignment by the superintendent or designee when the superintendent or designee determines that the assignment or reassignment is in the best interest of the district. Reassignment is a transfer to another position, department, or facility that does not necessitate a change in the employment contract. Campus reassignments must be approved by the principal at the receiving campus except when reassignments are due to enrollment shifts or program changes. Extracurricular or supplemental duty assignments may be reassigned at any time unless an extracurricular or supplemental duty assignment is part of a dual-assignment contract. Employees who object to a reassignment may follow the district process for employee complaints as outlined in this handbook and district policy DGBA (Local).

An employee with the required qualifications for a position may request a transfer to another campus or department. A written request for transfer must be completed and signed by the employee and the employee's supervisor. A teacher requesting a transfer to another campus before the school year begins must submit his or her request by the last regular school day. Requests for transfer during the school year will be considered only when the change will not adversely affect students and after a replacement has been found. All transfer requests will be coordinated by the Superintendent's office and must be approved by the receiving supervisor.

Workload and Work Schedules

Policies DEA, DEAB, DK, DL

Professional Employees. Professional employees and academic administrators are exempt from overtime pay and are employed on a 10-, 11-, or 12-month basis, according to the work schedules set by the district. A school calendar is adopted each year designating the work schedule for teachers and all school holidays. Notice of work schedules including start and end dates and scheduled holidays will be distributed each school year.

Classroom teachers will have planning periods for instructional preparation including conferences. The schedule of planning periods is set at the campus level but must provide at least 450 minutes within each two-week period in blocks not less than 45 minutes within the instructional day. Teachers and librarians are entitled to a duty-free lunch period of at least 30 minutes. The district may require teachers to supervise students during lunch one day a week when no other personnel are available.

Paraprofessional and Auxiliary Employees. Support employees are employed at will and receive notification of the required duty days, holidays, and hours of work for their position on an annual basis. Paraprofessional and auxiliary employees must be compensated for overtime and are not authorized to work in excess of their assigned schedule without prior approval from their supervisor. See *Overtime Compensation* on page 25 for additional information.

Breaks for Expression of Breast Milk

Policies DEA, DEAB, DG

The district supports the practice of expressing breast milk and makes reasonable accommodations for the needs of employees who express breast milk. A place, other than a multiple user bathroom, that is shielded from view and free from intrusion from other employees and the public where the employee can express breast milk will be provided.

A reasonable amount of break time will be provided when the employee has a need to express milk. For nonexempt employees, these breaks are unpaid and are not counted as hours worked. Employees should meet with their supervisor to discuss their needs and arrange break times.

Notification to Parents Regarding Qualifications

Policies DK, DBA

In schools receiving Title I funds, the district is required by the **Every Student Succeeds Act (ESSA)** to notify parents at the beginning of each school year that they may request information regarding the professional qualifications of their child's teacher. **ESSA** also requires that parents be notified if their child has been assigned or taught for four or more consecutive weeks by a teacher who is not highly qualified.

Texas law requires that parents be notified if their child is assigned for more than 30 consecutive instructional days to a teacher who does not hold an appropriate teaching certificate. This notice is not required if parental notification under **ESSA** is sent. Inappropriately certified or uncertified teachers include individuals on an emergency permit (including individuals waiting to take a certification exam) and individuals who do not hold any certificate or permit. Information relating to teacher certification will be made available to the public upon request. Employees who have questions about their certification status can call the Superintendent.

Outside Employment and Tutoring

Policy DBD

Employees are required to disclose in writing to their immediate supervisor any outside employment that may create a potential conflict of interest with their assigned duties and responsibilities or the best interest of the district. Supervisors will consider outside employment on a case-by-case basis and determine whether it should be prohibited because of a conflict of interest.

Performance Evaluation

Policy DN series

Evaluation of an employee's job performance is a continuous process that focuses on improvement. Performance evaluation is based on an employee's assigned job duties and other job-related criteria. All employees will participate in the evaluation process with their assigned supervisor at least annually. Written evaluations will be completed on forms approved by the district. Reports, correspondence, and memoranda also can be used to document performance information. All employees will receive a copy of their written evaluation, participate in a performance conference with their supervisor, and have the opportunity to respond to the evaluation.

Employee Involvement

Policies BQA, BQB

At both the campus and district levels, Lexington ISD offers opportunities for input in matters that affect employees and influence the instructional effectiveness of the district. As part of the district's planning and decision-making process, employees are elected to serve on district- or campus-level advisory committees. Plans and detailed information about the shared decision-making process are available in each campus office or from the Superintendent.

Staff Development

Policy DMA

Staff development activities are organized to meet the needs of employees and the district. Staff development for instructional personnel is predominantly campus-based, related to achieving campus performance objectives, addressed in the campus improvement plan, and approved by a campus-level advisory committee. Staff development for noninstructional personnel is designed to meet specific licensing requirements (e.g., bus drivers) and continued employee skill development. Individuals holding renewable SBEC certificates are responsible for obtaining the required training hours and maintaining appropriate documentation.

Compensation and Benefits

Salaries, Wages, and Stipends

Policies DEA, DEAA, DEAB

Employees are paid in accordance with administrative guidelines and an established pay structure. The district's pay plans are reviewed by the administration each year and adjusted as needed. All district positions are classified as exempt or nonexempt according to federal law. Professional employees and academic administrators are generally classified as exempt and are paid monthly salaries. They are not entitled to overtime compensation. Other employees are generally classified as non-exempt and are paid an hourly wage or salary and receive compensatory time or overtime pay for each hour worked beyond 40 in a workweek. (See *Overtime Compensation*, page 25.)

All employees will receive written notice of their pay and work schedules before the start of each school year. Classroom teachers, full-time librarians, full-time nurses, and full-time counselors will be paid no less than the minimum state salary schedule. Contract employees who perform extracurricular or supplemental duties may be paid a stipend in addition to their salary according to the district's extra-duty pay schedule.

Employees should contact Human Resources for more information about the district's pay schedules or their own pay.

Paychecks

All employees are paid twice a month. Paychecks will be electronically deposited into a designated account. If at any time you decide to change banks, a notification period of three weeks is necessary to activate service to the new depository. Contact the payroll office for more information about the automatic payroll deposit service.

An employee's payroll statement contains detailed information including deductions, withholding information, and the amount of leave accumulated.

The schedule of pay dates for the 2016-2017 school year follows:

Payroll Calendar

2016-2017 PAYROLL CALENDAR

September 16	October 16	November 16	December 16
Su M Tu W Th F Sa	Su M Tu W Th F Sa	Su M Tu W Th F Sa	Su M Tu W Th F Sa
1 2 3	1	1 2 3 4 5	1 2 3
4 5 6 7 8 9 10	2 3 4 5 6 7 8	6 7 8 9 10 11 12	4 5 6 7 8 9 10
11 12 13 14 15 16 17	9 10 11 12 13 14 15	13 14 15 16 17 18 19	11 12 13 14 15 16 17
18 19 20 21 22 23 24	16 17 18 19 20 21 22	20 21 22 23 24 25 26	18 19 20 21 22 23 24
25 26 27 28 29 30	23 24 25 26 27 28 29	27 28 29 30	25 26 27 28 29 30 31
30 31			
January 17	February 17	March 17	April 17
Su M Tu W Th F Sa	Su M Tu W Th F Sa	Su M Tu W Th F Sa	Su M Tu W Th F Sa
1 2 3 4 5 6 7	1 2 3 4	1 2 3 4	1
8 9 10 11 12 13 14	5 6 7 8 9 10 11	5 6 7 8 9 10 11	2 3 4 5 6 7 8
15 16 17 18 19 20 21	12 13 14 15 16 17 18	12 13 14 15 16 17 18	9 10 11 12 13 14 15
22 23 24 25 26 27 28	19 20 21 22 23 24 25	19 20 21 22 23 24 25	16 17 18 19 20 21 22
29 30 31	26 27 28	26 27 28 29 30 31	23 24 25 26 27 28 29
			30
May 17	June 17	July 17	August 17
Su M Tu W Th F Sa	Su M Tu W Th F Sa	Su M Tu W Th F Sa	Su M Tu W Th F Sa
1 2 3 4 5 6	1 2 3	1	1 2 3 4 5
7 8 9 10 11 12 13	4 5 6 7 8 9 10	2 3 4 5 6 7 8	6 7 8 9 10 11 12
14 15 16 17 18 19 20	11 12 13 14 15 16 17	9 10 11 12 13 14 15	13 14 15 16 17 18 19
21 22 23 24 25 26 27	18 19 20 21 22 23 24	16 17 18 19 20 21 22	20 21 22 23 24 25 26
28 29 30 31	25 26 27 28 29 30	23 24 25 26 27 28 29	27 28 29 30 31
		30 31	
Paydate	Bad Weather Day	Bank Transmittal	Holiday / No School
Paydate	Supplemental Period Substitute Payperiod	Paydate	Supplemental Period Substitute Payperiod
9/9/16	August 21 – August 27	3/10/17	February 12 – February 25
9/23/16	August 28 – September 10	3/24/17	February 26 – March 18
10/10/16	September 11 – September 24	4/10/17	March 19 – April 1
10/25/16	September 25 – October 8	4/25/17	April 2 – April 15
11/10/16	October 9 – October 22	5/10/17	April 16 – April 29
11/18/16	October 23 – November 5	5/25/17	April 30 – May 13
12/9/16	November 6 – November 19 **Half of Stipends Paid**	6/9/17	May 14 – May 27 **Half of Stipends Paid**
12/16/16	November 20 – December 3	6/23/17	May 28 – June 10
1/10/17	December 4 – December 24	7/10/17	June 11 – June 24
1/25/17	December 25 – January 14	7/25/17	June 25 – July 8
2/10/17	January 15 – January 28	8/10/17	July 9 – July 29
2/24/17	January 29 – February 11	8/25/17	July 29 – August 19

Automatic Payroll Deposit

Employees should have their paychecks electronically deposited into a designated account. A notification period of 3 weeks is necessary to activate this service. Contact Human Resources for more information about the automatic payroll deposit service.

Payroll Deductions

Policy CFEA

The district is required to make the following automatic payroll deductions:

- Teacher Retirement System of Texas (TRS)
- Federal income tax required for all full-time employees
- Medicare tax (applicable only to employees hired after March 31, 1986)

Other payroll deductions employees may elect include deductions for the employee's share of premiums for health, dental, life, and vision insurance; annuities; and higher education savings plans; savings deposits, and loan payments through Brazos Valley Schools Credit Union. Employees also may request payroll deduction for payment of membership dues to professional organizations. Salary deductions are automatically made for unauthorized or unpaid leave.

Overtime Compensation

Policy DEAB or DEA(Local)

The district compensates overtime for nonexempt employees in accordance with federal wage and hour laws. Only nonexempt employees (hourly employees and paraprofessional employees) are entitled to overtime compensation. Nonexempt employees are not authorized to work beyond their normal work schedule without advance approval from their supervisor.

Overtime is legally defined as all hours worked in excess of 40 hours in a workweek and is not measured by the day or by the employee's regular work schedule. Nonexempt employees that are paid on a salary basis are paid for a 40-hour workweek and do not earn additional pay unless they work more than 40 hours. For the purpose of calculating overtime, a workweek begins at 12:00 A.M., Sunday and ends at 11:59 P.M. Saturday.

Employees may be compensated for overtime at time-and-a-half rate with compensatory time off (comp time) or direct pay. The following applies to all nonexempt employees:

- Employees can accumulate up to 60 hours of comp time.
- Comp time must be used in the duty year that it is earned.
- Use of comp time may be at the employee's request with supervisor approval, as workload permits, or at the supervisor's direction.

- An employee may be required to use comp time before using available paid leave (e.g., sick, personal, vacation).
- Weekly time records will be maintained on all nonexempt employees for the purpose of wage and salary administration.

Travel Expense Reimbursement

Policy DEE

Before any travel expenses are incurred by an employee, the employee's supervisor and a purchase order must be approved. For approved travel, employees will be reimbursed for mileage and other travel expenditures according to the current rate schedule established by the district. Employees must submit receipts, to the extent possible, to be reimbursed for expenses other than mileage.

Health, Dental, and Life Insurance

Policy CRD

Group health insurance coverage is provided through TRS-ActiveCare, the statewide public school employee health insurance program. The district's contribution to employee insurance premiums is determined annually by the board of trustees. Employees eligible for health insurance coverage include the following:

- Employees who are active, contributing TRS members
- Employees who are not contributing TRS members and who are employed for 10 or more regularly scheduled hours per week

TRS retirees who are enrolled in TRS-Care (retiree health insurance program) are not eligible to participate in TRS-ActiveCare.

The insurance plan year is from September 1 through August 31. Current employees can make changes in their insurance coverage during open enrollment each year. Detailed descriptions of insurance coverage, employee cost, and eligibility requirements are provided to all employees in a separate booklet. Employees should contact Human Resources for more information.

Supplemental Insurance Benefits

Policy CRD

At their own expense, employees may enroll in supplemental insurance programs for dental, vision, cancer, term life, and life. Premiums for these programs can be paid by payroll deduction. Employees should contact the payroll office for more information.

Cafeteria Plan Benefits (Section 125)

Employees may be eligible to participate in the Cafeteria Plan (Section 125) and, under IRS regulations, must either accept or reject this benefit. This plan enables eligible employees to pay certain insurance premiums on a pretax basis (i.e., disability, accidental death and dismemberment, cancer and dread disease, dental, and additional term life insurance). A third-party administrator handles employee claims made on these accounts.

New employees must accept or reject this benefit during their first month of employment. All employees must accept or reject this benefit on an annual basis and during the specified time period.

Workers' Compensation Insurance

Policy CRE

The district, in accordance with state law, provides workers' compensation benefits to employees who suffer a work-related illness or are injured on the job. The district has workers' compensation coverage from Claims Administrative Services.

Benefits help pay for medical treatment and make up for part of the income lost while recovering. Specific benefits are prescribed by law depending on the circumstances of each case.

All work-related accidents or injuries should be reported immediately to employee's supervisor. Employee's Injury Report and Employers First Report of Injury are to be completed and given to the Central Office immediately. Employees who are unable to work because of a work-related injury will be notified of their rights and responsibilities under the Texas Labor Code. See *Workers' Compensation Benefits*, page 26 for information on use of paid leave for such absences.

Unemployment Compensation Insurance

Policy CRF

Employees who have been laid off or terminated through no fault of their own may be eligible for unemployment compensation benefits. Employees are not eligible to collect unemployment benefits during regularly scheduled breaks in the school year or the summer months if they have employment contracts or reasonable assurance of returning to service. Employees with questions about unemployment benefits should contact business office.

Teacher Retirement

Policy DEG

All personnel employed on a regular basis for at least four and one-half months are members of the Teacher Retirement System of Texas (TRS). Substitutes not receiving TRS service retirement benefits who work at least 90 days a year are eligible to purchase a year of creditable service in TRS. TRS provides members with an annual statement of their account showing all deposits and the total account balance for the year ending August 31, as well as an estimate of their retirement benefits.

Employees who plan to retire under TRS should notify Human Resources as soon as possible. Information on the application procedures for TRS benefits is available from TRS at Teacher Retirement System of Texas, 1000 Red River Street, Austin, TX 78701-2698, or call 800-223-8778 or 512-542-6400. TRS information is also available on the web (www.trs.state.tx.us). See page 17 for information on restrictions of employment of retirees in Texas public schools.

Other Benefit Programs

For All Employees

Upon retirement, employees will receive their current daily rate of pay multiplied by the number of continuous years they served in the district.

Upon retirement, employees will receive \$25.00 for each of the first thirty days of unused state leave days accrued while employed in the District, and \$12.50 each for any additional unused state leave days accrued while employed in the District.

Employees shall be paid an amount determined by the board for up to two unused local leave days at the end of their work year.

Employees receive \$30.00 for each ball game worked.

Employees receive additional pay for additional days worked (curriculum, summer services, etc.) and additional hours worked (tutorials, etc.).

All employees participate in a monthly insurance benefit as set by the District.

Free athletic passes (employee badges) for home games for all employees.

Tuition-free attendance for children of nonresident employees.

For Teachers

U.I.L. academic sponsors will receive stipend amounts as approved by the LISD Board of Trustees for the current school year.

Leaves and Absences

Policies DEC, DECA, DECB

The district offers employees paid and unpaid leaves of absence in times of personal need. This handbook describes the basic types of leave available and restrictions on leaves of absence. Employees who expect to be absent for an extended period of more than five days should call Human Resources for information about applicable leave benefits, payment of insurance premiums, and requirements for communicating with the district.

Leave must be used in half-day or whole-day increments. However, if an employee is taking intermittent family and medical leave (FMLA), leave shall be recorded in one-hour increments. Earned comp time must be used before any available paid state and local leave. Unless an employee requests a different order, available paid state and local leave will be used in the following order:

- Local Leave
- State Sick Leave accumulated before the 1995-1996 school year
- State Personal Leave

Employees must follow district and department or campus procedures to report or request any leave of absence and complete the appropriate form or certification.

Medical Certification. Any employee who is absent more than five consecutive days because of a personal or family illness must submit a medical certification from a qualified health care provider confirming the specific dates of the illness, the reason for the illness, and—in the case of personal illness—the employee's fitness to return to work.

The District requires medical certification due to a questionable pattern of absences or when deemed necessary by the supervisor or Superintendent;
The employee requests FMLA leave for the employee's serious health condition or that of a spouse, parent, or child; or
The employee requests FMLA leave for military caregiver purposes.

In each case, medical certification shall be made by a health-care provider as defined by the FMLA. [See DECA(LEGAL)]

The Genetic Information Nondiscrimination Act of 2008 (GINA) prohibits covered employers from requesting or requiring genetic information of an individual or family member of the individual, except as specifically allowed by this law. To comply with this law, we ask that employees and health care providers do not provide any genetic information in any medical certification. 'Genetic information,' as defined by GINA, includes an individual's family medical history, the results of an individual's or family member's genetic tests, the fact that an individual or an individual's family member sought or received genetic services, and genetic information of a fetus carried by an

individual or an individual's family member or an embryo lawfully held by an individual or family member receiving assistive reproductive services.

Continuation of Health Insurance. Employees on an approved leave of absence other than family and medical leave (FMLA) may continue their insurance benefits at their own expense. Health insurance benefits for employees on paid leave and leave designated under the Family and Medical Leave Act will be paid by the district as they were prior to the leave. Otherwise, the district does not pay any portion of insurance premiums for employees who are on unpaid leave.

Under TRS-Active Care rules, an employee is no longer eligible for insurance through the district after six months of unpaid leave other than FML. If an employee's unpaid leave extends for more than six months, the district will provide the employee with notice of COBRA rights.

Personal Leave

State law entitles all employees to five days of paid personal leave per year. Personal leave is available for use at the beginning of the year. A day of personal leave is equivalent to the number of hours per day in an employee's usual assignment, whether full-time or part-time. State personal leave accumulates without limit, is transferable to other Texas school districts, and generally transfers to education service centers. Personal leave may be used for two general purposes: nondiscretionary and discretionary.

Nondiscretionary. Leave taken for personal or family illness, family emergency, a death in the family, or active military service is considered nondiscretionary leave. Reasons for this type of leave allow very little, if any, advance planning. Nondiscretionary may be used in the same manner as state sick leave.

Discretionary. Leave taken at an employee's discretion that can be scheduled in advance is considered discretionary leave. An employee wishing to take discretionary personal leave must submit a request to his or her principal or supervisor two days in advance of the anticipated absence. The effect of the employee's absence on the educational program or department operations, as well as the availability of substitutes, will be considered by the principal or supervisor.

Leave Proration. If an employee separates from employment with the district before his or her last duty day of the year, or begins employment after the first duty day, state personal leave will be prorated based on the actual time employed. When an employee separates from employment before the last duty day of the school year, the employee's final paycheck will be reduced by the amount of state personal leave the employee used beyond his or her pro rata entitlement for the school year.

State Sick Leave

State sick leave accumulated before 1995 is available for use and may be transferred to other school districts in Texas. State sick leave can be used only in half-day and whole day increments, except when coordinated with family and medical leave taken on an intermittent or reduced-schedule basis or when coordinated with workers' compensation benefits.

State sick leave may be used for the following reasons only:

- Employee illness
- Illness in the employee's immediate family
- Family emergency (i.e., natural disasters or life-threatening situations)
- Death in the immediate family
- Active military service

Local Leave

All full time employees shall be granted an additional four equivalent workdays of local personal leave at the beginning of each school year. Local personal leave shall be noncumulative and shall be taken with no loss in pay.

Employees shall be paid an amount determined by the board for up to two unused local leave days at the end of their work year. This serves to improve attendance, as well as reduce substitute cost.

Sick Leave Bank (or Pool)

All regular employees are eligible to request establishment of a sick leave pool. For purposes of the sick leave pool program, a regular employee is defined as an employee who is required to work more than four and one-half months each fiscal year. An employee must have exhausted all other available paid leave days, compensatory time, and vacation days before requesting sick leave pool days.

Only absences due to the employee's own catastrophic illness or injury or the catastrophic illness or injury of the employee's spouse or child will be covered by the sick leave pool.

A catastrophic illness or injury is a severe condition or combination of conditions affecting the mental or physical health of the employee or a member of the employee's immediate family that requires the services of a licensed practitioner for a prolonged period of time and that forces the employee to exhaust all leave time earned by that employee and to lose compensation from the District. Such conditions typically require prolonged hospitalization or recovery or are expected to

result in disability or death. Conditions relating to pregnancy or childbirth shall be considered catastrophic if they meet the requirements of this paragraph.

An eligible employee or a member of the eligible employee's immediate family must submit a written request for sick leave pool days to the Jennifer Schneider, LISD Payroll Specialist. A request must be made at least three days prior to exhausting available paid leave.

The maximum number of days that can be donated to any sick leave pool is 30 days. A request for additional days may be considered if there is a continuing need by submitting another request to the Superintendent or designee. The maximum number of days per school year an eligible employee can receive from sick leave pool contributions is limited to 90 days.

An employee may donate one local leave day at a time to a sick leave pool until the maximum number of 30 days is reached. An employee may donate no more than four local leave days per school year. An employee must submit the donation in writing to the Superintendent or designee. The donation of leave to a sick leave pool is voluntary on the part of the donor. An employee must not solicit fellow employees for donations.

Donated days contributed to the pool will not be available for use by the donor. Donated leave will be applied to an individual pool in the order in which the donor forms are received. Sick leave pool days donated but not used by the recipient will be returned to the donors at the end of the fiscal year.

Medical certification by a health-care provider as defined by the Family and Medical Leave Act must be submitted with a request for sick leave pool days. Recertification will be required if a request is made for additional sick leave pool days beyond 30 days.

The District reserves the right to request a second opinion to certify the need for leave by a health-care provider designated by the District. If a second opinion is required, the District will pay the cost.

All medical information provided will remain confidential; names of all donors will remain confidential.

An employee who wishes to appeal a decision of the sick leave pool administrator must follow the procedures outlined in policy DGBA(LOCAL), beginning with the Jennifer Schneider.

Family and Medical Leave Act (FMLA)—General Provisions

The following text is from the federal notice, *Employee Rights and Responsibilities Under the Family and Medical Leave Act*. Specific information that the district has adopted to implement the FMLA follows this general notice.

Basic Leave Entitlement. The FMLA requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to eligible employees for the following reasons:

- For incapacity due to pregnancy, prenatal medical care or child birth;
- To care for the employee's child after birth, or placement for adoption or foster care;
- To care for the employee's spouse, son or daughter, or parent, who has a serious health condition; or
- For a serious health condition that makes the employee unable to perform the employee's job.

Military Family Leave Entitlements. An eligible employee whose spouse, son, daughter or parent is on covered active duty or called to covered active duty status may use his or her 12-week leave entitlement to address certain qualifying exigencies. Qualifying exigencies may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, and attending post-deployment reintegration briefings.

FMLA also includes a special leave entitlement that permits eligible employees to take up to 26 weeks of leave to care for a covered servicemember during a single 12-month period. A covered servicemember is (1) a current member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness*; or (2) a veteran who was discharged or released under conditions other than dishonorable at any time during the five-year period prior to the first date the eligible employee takes FMLA leave to care for the covered veteran, and who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness.*

***The FMLA definitions of “serious injury or illness” for current servicemembers and veterans are distinct from the FMLA definition of “serious health condition”.**

Benefits and Protections. During FML, the employer must maintain the employee’s health coverage under any “group health plan” on the same terms as if the employee had continued to work. Upon return from FML, most employees must be restored to their original or equivalent positions with equivalent pay, benefits, and other employment terms.

Use of FML cannot result in the loss of any employment benefit that accrued prior to the start of an employee’s leave.

Eligibility Requirements. Employees are eligible if they have worked for a covered employer for at least one year, for 1,250 hours over the previous 12 months*, and if at least 50 employees are employed by the employer within 75 miles.

*Special hours of service eligibility requirements apply to airline flight crew employees.

Definition of Serious Health Condition. A serious health condition is an illness, injury, impairment, or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents the employee from performing the functions of the employee’s job, or prevents the qualified family member from participating in school or other daily activities.

Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than 3 consecutive calendar days combined with at least two visits to a health care provider or one visit and a regimen of continuing treatment, or incapacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

Use of Leave. An employee does not need to use this leave entitlement in one block. Leave can be taken intermittently or on a reduced leave schedule when medically necessary. Employees must make reasonable efforts to schedule leave for planned medical treatment so as not to unduly disrupt the employer's operations. Leave due to qualifying exigencies may also be taken on an intermittent basis.

Substitution of Paid Leave for Unpaid Leave. Employees may choose or employers may require use of accrued paid leave while taking FML. In order to use paid leave for FML, employees must comply with the district's normal paid leave policies.

Employee Responsibilities. Employees must provide 30 days advance notice of the need to take FML-when the need is foreseeable. When 30 days notice is not possible, the employee must provide notice as soon as practicable and generally must comply with an employer's normal call-in procedures.

Employees must provide sufficient information for the employer to determine if the leave may qualify for FMLA protection and the anticipated timing and duration of the leave. Sufficient information may include that the employee is unable to perform job functions, the family member is unable to perform daily activities, the need for hospitalization or continuing treatment by a health care provider, or circumstances supporting the need for military family leave. Employees also must inform the employer if the requested leave is for a reason for which FML was previously taken or certified. Employees also may be required to provide a certification and periodic recertification supporting the need for leave.

Employer Responsibilities. Covered employers must inform employees requesting leave whether they are eligible under the FMLA. If they are eligible, the notice must specify any additional information required as well as the employees' rights and responsibilities. If they are not eligible, the employer must provide a reason for the ineligibility.

Covered employers must inform employees if leave will be designated as FML and the amount of leave counted against the employee's leave entitlement. If the employer determines that the leave is not FML, the employer must notify the employee.

Unlawful Acts by Employers. The FMLA makes it unlawful for any employer to: interfere with, restrain, or deny the exercise of any right protected under the FMLA; discharge or discriminate against any person for opposing any practice made unlawful by the FMLA or for involvement in any proceeding under or relating to the FMLA.

Enforcement. An employee may file a complaint with the U.S. Department of Labor or may bring a private lawsuit against an employer.

The FMLA does not affect any Federal or State law prohibiting discrimination or supersede any state or local law or collective bargaining agreement which provides greater family or medical leave rights.

FMLA section 109 (29 U.S.C. § 2619) requires FMLA covered employers to post the text of this notice. Regulations 29 C.F.R. § 825.300 (a) may require additional disclosures.

[For additional information:](#)

1-866-4US-WAGE (1-866-487-9243) TTY: 1-877-889-5627
www.wagehour.dol.gov

Local Family and Medical Leave Provisions

Eligible employees can take up to 12 weeks of unpaid leave in the 12-month period beginning on the first duty day of the school year

Use of Paid Leave. FML runs concurrently with accrued sick and personal leave, temporary disability leave, compensatory time, assault leave, and absences due to a work-related illness or injury. The district will designate the leave as FML, if applicable, and notify the employee that accumulated leave will run concurrently.

Combined Leave for Spouses. Spouses who are employed by the district are limited to a combined total of 12 weeks of FML to care for a parent with a serious health condition; or for the birth, adoption, or foster placement of a child. Military caregiver leave for spouses is limited to a combined total of 26 weeks.

Intermittent Leave. When medically necessary or in the case of a qualifying exigency, an employee may take leave intermittently or on a reduced schedule. The district does not permit the use of intermittent or reduced-schedule leave for the care of a newborn child or for adoption or placement of a child with the employee.

District Contact. Employees that require FML or have questions should contact Human Resources for details on eligibility, requirements, and limitations.

Temporary Disability Leave

Certified Employees. Any full-time employee whose position requires certification from the State Board for Educator Certification (SBEC) is eligible for temporary disability leave. The purpose of temporary disability leave is to provide job protection to full-time educators who cannot work for an extended period of time because of a mental or physical disability of a temporary nature. Temporary disability leave must be taken as a continuous block of time. It may not be taken intermittently or on a reduced schedule. Pregnancy and conditions related to pregnancy are treated the same as any other temporary disability.

Employees must request approval for temporary disability leave. An employee's notification of need for extended absence due to the employee's own medical condition shall be accepted as a request for temporary disability leave. The request must be accompanied by a physician's statement confirming the employee's inability to work and estimating a probable date of return. If disability leave is approved, the length of leave is no longer than 180 calendar days.

If an employee is placed on temporary disability leave involuntarily, he or she has the right to request a hearing before the board of trustees. The employee may protest the action and present additional evidence of fitness to work.

When an employee is ready to return to work, the supervisor should be notified at least 30 days in advance. The return-to-work notice must be accompanied by a physician's statement confirming that the employee is able to resume regular duties. Certified employees returning from leave will be reinstated to the school to which they were previously assigned if an appropriate position is available. If an appropriate position is not available, the employee may be assigned to another campus, subject to the approval of the campus principal. If a position is not available before the end of the school year, the employee will be reinstated to a position at the original campus at the beginning of the following school year.

Workers' Compensation Benefits

An employee absent from duty because of a job-related illness or injury may be eligible for workers' compensation weekly income benefits if the absence exceeds seven calendar days.

An employee receiving workers' compensation wage benefits for a job-related illness or injury may choose to use accumulated sick leave or any other paid leave benefits. An employee choosing to use paid leave will not receive workers' compensation weekly income benefits until all paid leave is exhausted or to the extent that paid leave does not equal the pre-illness or -injury wage. If the use of paid leave is not elected, then the employee will only receive workers' compensation wage benefits for any absence resulting from a work-related illness or injury, which may not equal his or her pre-illness or -injury wage.

Assault Leave

Assault leave provides extended job income and benefits protection to an employee who is injured as the result of a physical assault suffered during the performance of his or her job. An injury is treated as an assault if the person causing the injury could be prosecuted for assault or could not be prosecuted only because that person's age or mental capacity renders the person nonresponsible for purposes of criminal liability.

An employee who is physically assaulted at work may take all the leave time medically necessary (up to two years) to recover from the physical injuries he or she sustained. At the request of an employee, the district will immediately assign the employee to assault leave. Days of leave granted under the assault leave provision will not be deducted from accrued personal leave and must be coordinated with workers' compensation benefits. Upon investigation the district may change the assault leave status and charge leave used against the employee's accrued paid leave. The employee's pay will be deducted if accrued paid leave is not available.

Bereavement Leave

Local days are available for use of Bereavement Leave

Jury Duty

Employees will receive leave with pay and without loss of accumulated leave for jury duty. Employees must present documentation of the service and shall be allowed to retain any compensation they receive.

Other Court Appearances

Employees will be paid while on leave to comply with a valid subpoena to appear in a civil, criminal, legislative, or administrative proceeding and will not be required to use personal leave. Employees may be required to submit documentation of their need for leave for court appearances.

Military Leave

Paid Leave for Military Service. Any employee who is a member of the Texas National Guard, Texas State Guard, reserve component of the United States Armed Forces, or a member of a state or federally authorized Urban Search and Rescue Team is entitled to paid leave for authorized training or duty orders. Paid military leave is limited to 15 days each fiscal year. In addition, an employee is entitled to use available state and local personal or sick leave during a time of active military service.

Reemployment after Military Leave. Employees who leave the district to enter into the United States uniformed services or who are ordered to active duty as a member of the military force of any state (e.g., National or State Guard) may return to employment if they are honorably discharged. Employees who wish to return to the district will be reemployed provided they can be qualified to perform the required duties. To be eligible for reemployment, employees must provide notice of their obligation or intent to perform military service, provide evidence of honorable discharge or release, and submit an application for reemployment within the time specified by law to Superintendent's Office. In most cases, the length of federal military service cannot exceed five years.

Continuation of Health Insurance. Employees who perform service in the uniformed services may elect to continue their health plan coverage at their own cost for a period not to exceed 24 months. Employees should contact Human Resources for details on eligibility, requirements, and limitations.

Employee Relations and Communications

Employee Recognition and Appreciation

Continuous efforts are made throughout the year to recognize employees who make an extra effort to contribute to the success of the district. Employees are recognized at board meetings, in the district newsletter, and through special events and activities. Recognition and appreciation activities also include district wide welcome back staff meeting, Teacher Appreciation Week luncheons for all staff members, end of school service awards and retirement recognitions.

District Communications

Throughout the school year, information is posted on the district's website. The district also sends out tweets, Facebook posts, and emails to keep employees and community members updated on upcoming events and activities.

Complaints and Grievances

Policy DGBA

In an effort to hear and resolve employee concerns or complaints in a timely manner and at the lowest administrative level possible, the board has adopted an orderly grievance process. Employees are encouraged to discuss their concerns or complaints with their supervisors or an appropriate administrator at any time.

The formal process provides all employees with an opportunity to be heard up to the highest level of management if they are dissatisfied with an administrative response. Once all administrative procedures are exhausted, employees can bring concerns or complaints to the board of trustees. For ease of reference, the district's policy concerning the process of bringing concerns and complaints is located at www.lexingtonisd.net, Policy Online, DGBA (Local).

Employee Conduct and Welfare

Standards of Conduct

Policy DH

All employees are expected to work together in a cooperative spirit to serve the best interests of the district and to be courteous to students, one another, and the public. Employees are expected to observe the following standards of conduct:

- Recognize and respect the rights of students, parents, other employees, and members of the community.
- Maintain confidentiality in all matters relating to students and coworkers.

- Report to work according to the assigned schedule.
- Notify their immediate supervisor in advance or as early as possible in the event that they must be absent or late. Unauthorized absences, chronic absenteeism, tardiness, and failure to follow procedures for reporting an absence may be cause for disciplinary action.
- Know and comply with department and district policies and procedures.
- Express concerns, complaints, or criticism through appropriate channels.
- Observe all safety rules and regulations and report injuries or unsafe conditions to a supervisor immediately.
- Use district time, funds, and property for authorized district business and activities only.

All district employees should perform their duties in accordance with state and federal law, district policies and procedures, and ethical standards. Violation of policies, regulations, or guidelines may result in disciplinary action, including termination. Alleged incidents of certain misconduct by educators, including having a criminal record, must be reported to SBEC not later than the seventh day after the superintendent knew of the incident. See *Reports to the Texas Education Agency*, page 59 for additional information.

The Educators' Code of Ethics, adopted by the State Board for Educator Certification, which all district employees must adhere to, is reprinted below:

Texas Educators' Code of Ethics

Statement of Purpose

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. (19 TAC 247.1(b))

Professional Standards

1. Professional Ethical Conduct, Practices, and Performance

Standard 1.1 The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

Standard 1.2 The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

Standard 1.3 The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

Standard 1.4 The educator shall not use institutional or professional privileges for personal or partisan advantage.

Standard 1.5 The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

Standard 1.6 The educator shall not falsify records, or direct or coerce others to do so.

Standard 1.7 The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

Standard 1.8 The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

Standard 1.9 The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

Standard 1.10 The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

Standard 1.11 The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

Standard 1.12 The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

Standard 1.13 The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

2. Ethical Conduct toward Professional Colleagues

Standard 2.1 The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

Standard 2.2 The educator shall not harm others by knowingly making false statements about a colleague or the school system.

Standard 2.3 The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

Standard 2.4 The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

Standard 2.5 The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

Standard 2.6 The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

Standard 2.7 The educator shall not retaliate against any individual who has filed a complaint with the SBEC or provides information for a disciplinary investigation or proceeding under this chapter.

3. Ethical Conduct toward Students

Standard 3.1 The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

Standard 3.2 The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

Standard 3.3 The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

Standard 3.4 The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

Standard 3.5 The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

Standard 3.6 The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

Standard 3.7 The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

Standard 3.8 The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

Standard 3.9 The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

- (i) the nature, purpose, timing, and amount of the communication;
- (ii) the subject matter of the communication;
- (iii) whether the communication was made openly or the educator attempted to conceal the communication;
- (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
- (v) whether the communication was sexually explicit; and
- (vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Dress and Grooming Code

Policies DH

The dress and grooming of District employees shall be professional, clean, neat, in a manner appropriate for their assignment, and in accordance with any additional standards established by their supervisors and approved by the Superintendent.

Discrimination, Harassment, and Retaliation

Policies DH, DIA

Employees shall not engage in prohibited harassment, including sexual harassment, of other employees, unpaid interns, student teachers, or students. While acting in the course of their employment, employees shall not engage in prohibited harassment of other persons including board members, vendors, contractors, volunteers, or parents. A substantiated charge of harassment will result in disciplinary action.

Individuals who believe they have been discriminated or retaliated against or harassed are encouraged to promptly report such incidents to the campus principal, supervisor, or appropriate district official. If the campus principal, supervisor, or district official is the subject of a complaint, the complaint should be made directly to the superintendent. A complaint against the superintendent may be made directly to the board.

The district's policy that includes definitions and procedures for reporting and investigating discrimination, harassment, and retaliation is located at www.lexingtonisd.net Policy Online DIA (Local).

Harassment of Students

Policies DF, DH, FFG, FFH

Sexual and other harassment of students by employees are forms of discrimination and are prohibited by law. Romantic or inappropriate social relationships between students and district employees are prohibited. Employees who suspect a student may have experienced prohibited harassment are obligated to report their concerns to the campus principal or other appropriate district official. All allegations of prohibited harassment of a student by an employee or adult will be reported to the student's parents and promptly investigated. An employee who knows of or suspects child abuse must also report his or her knowledge or suspicion to the appropriate authorities, as required by law. See *Reporting Suspected Child Abuse*, below and *Bullying*, page 63 for additional information.

The district's policy that includes definitions and procedures for reporting and investigating harassment of students is located at www.lexingtonisd.net Policy Online DF (Legal) and Policy FFH (Local).

Reporting Suspected Child Abuse

Policies DF, DG, DH, FFG, GRA

All employees are required by state law to report any suspected child abuse or neglect to a law enforcement agency, Child Protective Services, or appropriate state agency (e.g., state agency operating, licensing, certifying, or registering a facility) within 48 hours of the event that led to the suspicion. Abuse is defined by SBEC and includes the following acts or omissions:

- Mental or emotional injury to a student or minor that results in an observable and material impairment in the student's or minor's development, learning, or psychological functioning;
- Causing or permitting a student or minor to be in a situation in which the student or minor sustains a mental or emotional injury that results in an observable and material impairment in the student's or minor's development, learning, or psychological functioning;
- Physical injury that results in substantial harm to a student or minor, or the genuine threat of substantial harm from physical injury to the student or minor, including an injury that is at variance with the history or explanation given and excluding an accident or reasonable discipline; or
- Sexual conduct harmful to a student's or minor's mental, emotional, or physical welfare.

Employees are also required to make a report if they have cause to believe that an adult was a victim of abuse or neglect as a child and they determine in good faith that the disclosure of the information is necessary to protect the health and safety of another child or disabled person.

Reports to Child Protective Services can be made to local officer or to the Texas Abuse Hotline (800-252-5400). State law specifies that an employee may not delegate to or rely on another person or administrator to make the report.

Under state law, any person reporting or assisting in the investigation of reported child abuse or neglect is immune from liability unless the report is made in bad faith or with malicious intent. In addition, the district is prohibited from retaliating against an employee who, in good faith, reports child abuse or neglect or who participates in an investigation regarding an allegation of child abuse or neglect.

An employee's failure to report suspected child abuse may result in prosecution as a Class A misdemeanor. In addition, a certified employee's failure to report suspected child abuse may result in disciplinary procedures by SBEC for a violation of the Texas Educators' Code of Ethics.

Employees who suspect that a student has been or may be abused or neglected should also report their concerns to the campus principal. This includes students with disabilities who are no longer minors. Employees are not required to report their concern to the principal before making a report to the appropriate agency.

Reporting the concern to the principal does not relieve the employee of the requirement to report it to the appropriate state agency. In addition, employees must cooperate with investigators of child abuse and neglect. Interference with a child abuse investigation by denying an interviewer's request to interview a student at school or requiring the presence of a parent or school administrator against the desires of the duly authorized investigator is prohibited.

Sexual Abuse and Maltreatment of Children

The district has established a plan for addressing sexual abuse and other maltreatment of children, which may be accessed at www.lexingtonisd.net. As an employee, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused or maltreated. 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. Maltreatment is defined as abuse or neglect. 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).

Employees are required to follow the procedures described above in *Reporting Suspected Child Abuse*.

Reporting Crime

Policy DG

The Texas Whistleblower Act protects district employees who make good faith reports of violations of law by the district to an appropriate law enforcement authority. The district is prohibited from suspending, terminating the employment of, or taking other adverse personnel action against, an employee who makes a report under the Act. State law also provides employees with the right to report a crime witnessed at the school to any peace officer with authority to investigate the crime.

Technology Resources

Policy CQ

The district's technology resources, including its networks, computer systems, e-mail accounts, devices connected to its networks, and all district-owned devices used on or off school property, are primarily for administrative and instructional purposes. Limited personal use is permitted if the use:

- Imposes no tangible cost to the district.
- Does not unduly burden the district's computer or network resources
- Has no adverse effect on job performance or on a student's academic performance

Electronic mail transmissions and other use of the technology resources are not confidential and can be monitored at any time to ensure appropriate use.

Employees are required to abide by the provisions of the acceptable use agreement and administrative procedures.

Failure to do so can result in suspension of access or termination of privileges and may lead to disciplinary and legal action. Employees with questions about computer use and data management can contact the technology director.

Personal Use of Electronic Media

Policy DH

Electronic media includes all forms of social media, such as text messaging, instant messaging, electronic mail (e-mail), web logs (blogs), wikis, electronic forums (chat rooms), video-sharing websites (e.g., YouTube), editorial comments posted on the Internet, and social network sites (e.g., Facebook, Twitter, LinkedIn, Instagram). Electronic media also includes all forms of telecommunication such as landlines, cell phones, and web-based applications.

As role models for the district's students, employees are responsible for their public conduct even when they are not acting as district employees. Employees will be held to the same professional standards in their public use of electronic media as they are for any other public conduct. If an employee's use of electronic media interferes with the employee's ability to effectively perform his or her job duties, the employee is subject to disciplinary action, up to and including termination of employment. If an employee wishes to use a social network site or similar media for personal purposes, the employee is responsible for the content on the employee's page, including content added by the employee, the employee's friends, or members of the public who can access the employee's page, and for web links on the employee's page. The employee is also responsible for maintaining privacy settings appropriate to the content.

An employee who uses electronic media for personal purposes shall observe the following:

- The employee may not set up or update the employee's personal social network page(s) using the district's computers, network, or equipment.
- The employee shall limit use of personal electronic communication devices to send or receive calls, text messages, pictures, and videos to breaks, meal times, and before and after scheduled work hours, unless there is an emergency or the use is authorized by a supervisor to conduct district business.
- The employee shall not use the district's logo or other copyrighted material of the district without express, written consent.
- An employee may not share or post, in any format, information, videos, or pictures obtained while on duty or on district business unless the employee first obtains written approval from the employee's immediate supervisor. Employees should be cognizant that they have access to information and images that, if transmitted to the public, could violate privacy concerns.
- The employee continues to be subject to applicable state and federal laws, local policies, administrative regulations, and the Texas Educators' Code of Ethics, even when communicating regarding personal and private matters, regardless of whether the employee is using private or public equipment, on or off campus. These restrictions include:
 - Confidentiality of student records. [See Policy FL]

- Confidentiality of health or personnel information concerning colleagues, unless disclosure serves lawful professional purposes or is required by law. [See Policy DH (EXHIBIT)]
- Confidentiality of district records, including educator evaluations and private e-mail addresses. [See Policy GBA]
- Copyright law [See Policy CY]
- Prohibition against harming others by knowingly making false statements about a colleague or the school system. [See Policy DH (EXHIBIT)]

See *Use of Electronic Media with Students*, below, for regulations on employee communication with students through electronic media.

Use of Electronic Media with Students

Policy DH

A certified or licensed employee, or any other employee designated in writing by the superintendent or a campus principal, may communicate through electronic media with students who are currently enrolled in the district. The employee must comply with the provisions outlined below. All other employees are prohibited from communicating with students who are enrolled in the district through electronic media.

An employee is not subject to these provisions to the extent the employee has a social or family relationship with a student. For example, an employee may have a relationship with a niece or nephew, a student who is the child of an adult friend, a student who is a friend of the employee's child, or a member or participant in the same civic, social, recreational, or religious organization. An employee who claims an exception based on a social relationship shall provide written consent from the student's parent. The written consent shall include an acknowledgement by the parent that:

- The employee has provided the parent with a copy of this protocol
- The employee and the student have a social relationship outside of school;
- The parent understands that the employee's communications with the student are excepted from district regulation; and
- The parent is solely responsible for monitoring electronic communications between the employee and the student.

The following definitions apply for the use of electronic media with students:

- *Electronic media* includes all forms of social media, such as text messaging, instant messaging, electronic mail (e-mail), Web logs (blogs), wikis, electronic forums (chat rooms), video-sharing websites (e.g., YouTube), editorial comments posted on the Internet, and social network sites (e.g., Facebook, , Twitter, LinkedIn, Instagram). *Electronic media* also includes all forms of telecommunication such as landlines, cell phones, and web-based applications.
- *Communicate* means to convey information and includes a one-way communication as well as a dialogue between two or more people. A public communication by an employee that is not targeted at students (e.g., a posting

on the employee's personal social network page or a blog) is not a *communication*: however, the employee may be subject to district regulations on personal electronic communications. See *Personal Use of Electronic Media*, above. Unsolicited contact from a student through electronic means is not a *communication*.

- *Certified or licensed employee* means a person employed in a position requiring SBEC certification or a professional license, and whose job duties may require the employee to communicate electronically with students. The term includes classroom teachers, counselors, principals, librarians, paraprofessionals, nurses, educational diagnosticians, licensed therapists, and athletic trainers.

An employee who uses electronic media to communicate with students shall observe the following:

- The employee may use any form of electronic media **except** text messaging. Only a teacher, trainer, or other employee who has an extracurricular duty may use text messaging, and then only to communicate with students who participate in the extracurricular activity over which the employee has responsibility. An employee who communicates with a student using text messaging shall comply with the following protocol:
 - The employee shall include at least one of the student's parents or guardians as a recipient on each text message to the student so that the student and parent receive the same message;
 - The employee shall include his or her immediate supervisor as a recipient on each text message to the student so that the student and supervisor receive the same message; or
 - For each text message addressed to one or more students, the employee shall send a copy of the text message to the employee's district e-mail address.
- The employee shall limit communications to matters within the scope of the employee's professional responsibilities (e.g., for classroom teachers, matters relating to class work, homework, and tests; for an employee with an extracurricular duty, matters relating to the extracurricular activity).
- The employee is prohibited from knowingly communicating with students through a personal social network page; the employee must create a separate social network page ("professional page") for the purpose of communicating with students. The employee must enable administration and parents to access the employee's professional page.
- The employee shall not communicate directly with any student between the hours of 9:00 PM and 7:00 a.m. An employee may, however, make public posts to a social network site, blog, or similar application at any time.
- The employee does not have a right to privacy with respect to communications with students and parents.
- The employee continues to be subject to applicable state and federal laws, local policies, administrative regulations, and the **Texas Educators'** Code of Ethics including:

- Compliance with the Public Information Act and the Family Educational Rights and Privacy Act (FERPA), including retention and confidentiality of student records. [See Policies CPC and FL]
 - Copyright law [Policy CY]
- Prohibitions against soliciting or engaging in sexual conduct or a romantic relationship with a student. [See Policy DF]
- Upon request from administration, an employee will provide the phone number(s), social network site(s), or other information regarding the method(s) of electronic media the employee uses to communicate with one or more currently-enrolled students.
- Upon written request from a parent or student, the employee shall discontinue communicating with the student through e-mail, text messaging, instant messaging, or any other form of one-to-one communication.

An employee may request an exception from one or more of the limitations above by submitting a written request to his or her immediate supervisor.

Criminal History Background Checks

Policy DBAA

Employees may be subject to a review of their criminal history record information at any time during employment. National criminal history checks based on an individual's fingerprints, photo, and other identification will be conducted on certain employees and entered into the Texas Department of Public Safety (DPS) Clearinghouse. This database provides the district and SBEC with access to an employee's current national criminal history and updates to the employee's subsequent criminal history.

Employee Arrests and Convictions

Policy DH

An employee must notify his or her principal or immediate supervisor within three calendar days of any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of any felony, and any of the other offenses listed below:

- Crimes involving school property or funds
- Crimes involving attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit that would entitle any person to hold or obtain a position as an educator
- Crimes that occur wholly or in part on school property or at a school-sponsored activity
- Crimes involving moral turpitude

Moral turpitude includes the following:

- Dishonesty
- Fraud

- Deceit
- Theft
- Misrepresentation
- Deliberate violence
- Base, vile, or depraved acts that are intended to arouse or gratify the sexual desire of the actor
- Crimes involving any felony possession or conspiracy to possess, or any misdemeanor or felony transfer, sale, distribution, or conspiracy to transfer, sell, or distribute any controlled substance
- Felonies involving driving while intoxicated (DWI)
- Acts constituting abuse or neglect under the SBEC rules

If an educator is arrested or criminally charged, the superintendent is also required to report the educators' criminal history to the Division of Investigations at TEA.

Alcohol and Drug-Abuse Prevention

Policies DH, DI

Lexington ISD is committed to maintaining an alcohol- and drug-free environment and will not tolerate the use of alcohol and illegal drugs in the workplace and at school-related or school-sanctioned activities on or off school property. Employees who use or are under the influence of alcohol or illegal drugs as defined by the Texas Controlled Substances Act during working hours may be dismissed. The district's policy regarding employee drug is located at www.lexingtonisd.net, Policy Online DH (Local) and DI (Exhibit).

Tobacco Products and E-Cigarette Use

Policies DH, FNCD GKA

State law prohibits smoking, using tobacco products, or e-cigarettes on all district-owned property and at school-related or school-sanctioned activities, on or off school property. This includes all buildings, playground areas, parking facilities, and facilities used for athletics and other activities. Drivers of district-owned vehicles are prohibited from smoking, using tobacco products, or e-cigarettes while inside the vehicle. Notices stating that smoking is prohibited by law and punishable by a fine are displayed in prominent places in all school buildings.

Fraud and Financial Impropriety

Policy CAA

All employees should act with integrity and diligence in duties involving the district's financial resources. The district prohibits fraud and financial impropriety, as defined below. Fraud and financial impropriety include the following:

- Forgery or unauthorized alteration of any document or account belonging to the district
- Forgery or unauthorized alteration of a check, bank draft, or any other financial document
- Misappropriation of funds, securities, supplies, or other district assets including employee time
- Impropriety in the handling of money or reporting of district financial transactions
- Profiteering as a result of insider knowledge of district information or activities
- Unauthorized disclosure of confidential or proprietary information to outside parties
- Unauthorized disclosure of investment activities engaged in or contemplated by the district
- Accepting or seeking anything of material value from contractors, vendors, or other persons providing services or materials to the district, except as otherwise permitted by law or district policy
- Inappropriately destroying, removing, or using records, furniture, fixtures, or equipment
- Failing to provide financial records required by federal, state, or local entities
- Failure to disclose conflicts of interest as required by law or district policy
- Any other dishonest act regarding the finances of the district
- Failure to comply with requirements imposed by law, the awarding agency, or a pass-through entity for state and federal awards

Conflict of Interest

Policy CB, DBD

Employees are required to disclose in writing to the district any situation that creates a potential conflict of interest with proper discharge of assigned duties and responsibilities or creates a potential conflict of interest with the best interests of the district. This includes the following:

- A personal financial interest
- A business interest
- Any other obligation or relationship
- Non-school employment

Employees should contact their supervisor for additional information.

Gifts and Favors

Policy DBD

Employees may not accept gifts or favors that could influence, or be construed to influence, the employee's discharge of assigned duties. The acceptance of a gift, favor, or service by an administrator or teacher that might reasonably tend to influence the selection of textbooks, electronic textbooks, instructional materials or technological equipment may result in prosecution of a Class B misdemeanor offense. This does not include staff development, teacher training, or instructional materials such as maps or worksheets that convey information to students or contribute to the learning process.

Copyrighted Materials

Policy EFE

Employees are expected to comply with the provisions of federal copyright law relating to the unauthorized use, reproduction, distribution, performance, or display of copyrighted materials (i.e., printed material, videos, computer data and programs, etc.). Electronic media, including motion pictures and other audiovisual works, are to be used in the classroom for instructional purposes only. Duplication are to be used in the classroom for educational purposes only. Duplication or backup of computer programs and data must be made within the provisions of the purchase agreement.

Associations and Political Activities

Policy DGA

The district will not directly or indirectly discourage employees from participating in political affairs or require any employee to join any group, club, committee, organization, or association. Employees may join or refuse to join any professional association or organization.

An individual's employment will not be affected by membership or a decision not to be a member of any employee organization that exists for the purpose of dealing with employers concerning grievances, labor disputes, wages, rates of pay, hours of employment, or conditions of work.

Use of district resources including work time for political activities is prohibited.

Charitable Contributions

Policy DG

The Board or any employee may not directly or indirectly require or coerce an employee to make a contribution to a charitable organization or in response to a fund-raiser. Employees cannot be required to attend a meeting called for the purpose of soliciting charitable contributions. In addition, the Board or any employee may not directly or indirectly require or coerce an employee to refrain from making a contribution to a

charitable organization or in response to a fund raiser or attending a meeting called for the purpose of soliciting charitable contributions.

Safety

Policy CK series

The district has developed and promotes a comprehensive program to ensure the safety of its employees, students, and visitors. The safety program includes guidelines and procedures for responding to emergencies and activities to help reduce the frequency of accidents and injuries. To prevent or minimize injuries to employees, coworkers, and students and to protect and conserve district equipment, employees must comply with the following requirements:

- Observe all safety rules.
- Keep work areas clean and orderly at all times.
- Immediately report all accidents to their supervisor.
- Operate only equipment or machines for which they have training and authorization.

Employees with questions or concerns relating to safety programs and issues can contact the Superintendent.

Possession of Firearms and Weapons

Policies FNCG, GKA

Employees, visitors, and students, including those with a license to carry a handgun, are prohibited from bringing firearms, knives, clubs or other prohibited weapons onto school premises (i.e., building or portion of a building) or any grounds or building where a school-sponsored activity takes place. To ensure the safety of all persons, employees who observe or suspect a violation of the district's weapons policy should report it to their supervisor or call the Superintendent immediately.

Visitors in the Workplace

Policy GKC

All visitors are expected to enter any district facility through the main entrance and sign in or report to the building's main office. Authorized visitors will receive directions or be escorted to their destination. Employees who observe an unauthorized individual on the district premises should immediately direct him or her to the building office or contact the administrator in charge.

Asbestos Management Plan

Policy CKA

The district is committed to providing a safe environment for employees. An accredited management planner has developed an asbestos management plan for each school. A copy of the district's management plan is kept in the district maintenance office and is available for inspection during normal business hours.

Pest Control Treatment

Policies CLB, DI

Employees are prohibited from applying any pesticide or herbicide without appropriate training and prior approval of the integrated pest management (IPM) coordinator. Any application of pesticide or herbicide must be done in a manner prescribed by law and the district's integrated pest management program.

Notices of planned pest control treatment will be posted in a district building 48 hours before the treatment begins. Notices are generally located on campus bulletin boards. In addition, individual employees may request in writing to be notified of pesticide applications. An employee who requests individualized notice will be notified by telephone, written or electric means. Pest control information sheets are available from campus principals or facility managers upon request.

Other Topics

Food in the Classroom and Workplace

No food is allowed in the classroom while students are present. Staff is encouraged to eat meals in designated areas.

Issuance of Keys

All employees who are issued Best keys will sign for them. If the keys are lost or misplaced, the employee will pay a \$50 replacement cost, per key. Employees are responsible for the loss or destruction of keys.

Cell Phone Use

Staff may not use their cell phones during class time. No cell calls shall be received nor made during class time. Calls may be made during conference and non-duty times only.

Personal Appliances

Due to energy reduction requirements, employees are prohibited from using personal appliances in the classrooms, including refrigerators, microwaves, etc.

For safety reasons, any device that changes or masks the odor of classrooms is prohibited, including candles or any type of fragrance plug-ins

General Procedures

Bad Weather Closing

The district may close schools because of bad weather or emergency conditions. When such conditions exist, the Superintendent will make the official decision concerning the closing of the district's facilities. When it becomes necessary to open late, to release students early, or to cancel school, district officials will post a notice on the district's website and notify the following radio and television stations:

Radio

98.5 FM Rockdale (KRXT)
100.7 FM Austin (KASE)
98.1 FM Austin (KVET)
1300 AM Austin (KVET)

TV

Channel 7 Austin (KTBC)
Channel 24 Austin (KVUE)
Channel 36 Austin (KXAN)
Channel 42 Austin (KEYE)

Emergencies

Policies CKC, CKD

All employees should be familiar with the safety procedures for responding to a medical emergency and the evacuation diagrams posted in their work areas. Emergency drills will be conducted to familiarize employees and students with safety and evacuation procedures. Each campus is equipped with an automatic external defibrillator. Fire extinguishers are located throughout all district buildings. Employees should know the location of these devices and procedures for their use.

Purchasing Procedures

Policy CH

All requests for purchases must be submitted to the campus principal/supervisor through TxEIS. No purchases, charges, or commitments to buy goods or services for the district can be made until an approved Purchase Order is received. The district will not reimburse employees or assume responsibility for purchases made without authorization. Employees are not permitted to purchase supplies or equipment for personal use through the district's business office. Contact the Business Office for additional information on purchasing procedures.

Name and Address Changes

It is important that employment records be kept up to date. Employees must notify the Human Resources if there are any changes or corrections to their name, home address, contact telephone number, marital status, emergency contact, or beneficiary. The form to process a change in personal information can be obtained from Human Resources.

Personnel Records

Policy DBA, GBA

Most district records, including personnel records, are public information and must be released upon request. Employees may choose to have the following personal information withheld:

- Address
- Phone number, including personal cell phone number
- Information that reveals whether they have family members
- Personal e-mail address

The choice to not allow public access to this information may be made at any time by submitting a written request to Human Resources. New or terminated employees have 14 days after hire or termination to submit a request. Otherwise, personal information will be released to the public.

Building Use

Policies DGA, GKD

Employees who wish to use district facilities after school hours must follow established procedures. The business office is responsible for scheduling the use of facilities after school hours. Contact the business office to request to use school facilities and to obtain information on the fees charged.

Termination of Employment

Resignations

Policy DFE

Contract Employees. Contract employees may resign their position without penalty at the end of any school year if written notice is received at least 45 days before the first day of instruction of the following school year. A written notice of resignation should be submitted to the Superintendent. Contract employees may resign at any other time only with the approval of the superintendent or the board of trustees. Resignation without consent may result in disciplinary action by the State Board for Educator Certification (SBEC).

The superintendent will notify SBEC when an employee resigns and reasonable evidence exists to indicate that the employee has engaged in any of the acts listed in *Reports to the Texas Education Agency* on page 63.

Noncontract Employees. Noncontract employees may resign their position at any time. A written notice of resignation should be submitted to supervisor at least two weeks prior to the effective date. Employees are encouraged to include the reasons for leaving in the letter of resignation but are not required to do so.

Dismissal or Nonrenewal of Contract Employees

Policies DFAA, DFAB, DFBA, DFBB, DFD, DFF, DFFA, DFFB, DFFC

Employees on probationary, term, and continuing contracts can be dismissed during the school year according to the procedures outlined in district policies. Employees on probationary or term contracts can be nonrenewed at the end of the contract term. Contract employees dismissed during the school year, suspended without pay, or subject to a reduction in force are entitled to receive notice of the recommended action, an explanation of the charges against them, and an opportunity for a hearing. The timelines and procedures to be followed when a suspension, termination, or nonrenewal occurs will be provided when a written notice is given to an employee. Advance notification requirements do not apply when a contract employee is dismissed for failing to obtain or maintain appropriate certification or when the employee's certification is revoked for misconduct. Information on the timelines and procedures can be found in the DF series policies that are provided to employees or are available on line.

Dismissal of Noncontract Employees

Policy DCD

Noncontract employees are employed at will and may be dismissed without notice, a description of the reasons for dismissal, or a hearing. It is unlawful for the district to dismiss any employee for reasons of race, color, religion, gender, national origin, age, disability, military status, genetic information, any other basis protected by law, or in retaliation for the exercise of certain protected legal rights. Noncontract employees who are dismissed have the right to grieve the termination. The dismissed employee must follow the district process outlined in this handbook when pursuing the grievance. (See *Complaints and Grievances*, page 43.)

Exit Interviews and Procedures

Policies DC and CY

Exit interviews will be scheduled for all employees leaving the district. Information on the continuation of benefits, release of information, and procedures for requesting references will be provided at this time. Separating employees are asked to provide the district with a forwarding address and phone number and complete a questionnaire that provides the district with feedback on his or her employment experience. All district keys, books, property including intellectual property, and equipment must be returned upon separation from employment.

Reports to Texas Education Agency

Policy DF, DHB

The dismissal of a certified employee must be reported to the Division of Investigations at TEA whenever the termination is based on **evidence** that the employee was involved in any of the following:

- Any form of sexual or physical abuse of a minor or any other unlawful conduct with a student or a minor
- Soliciting or engaging in sexual conduct or a romantic relationship with a student or minor
- The possession, transfer, sale, or distribution of a controlled substance
- The illegal transfer, appropriation, or expenditure of district or school property or funds
- An attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit for the purpose of promotion or additional compensation
- Committing a criminal offense or any part of a criminal offense on district property or at a school-sponsored event

The superintendent is also required to notify TEA when a certified employee resigns and there is evidence that the educator engaged in the conduct listed above.

The reporting requirements above are in addition to the superintendent's ongoing duty to notify TEA when a certified employee has a reported criminal history. "Reported criminal history" means any formal criminal justice system charges and dispositions including arrests, detentions, indictments, criminal information, convictions, deferred adjudications, and probations in any state or federal jurisdiction.

Reports Concerning Court-Ordered Withholding

The district is required to report the termination of employees that are under court order or writ of withholding for child support or spousal maintenance to the court and the individual receiving the support (Texas Family Code §§8.210, 158.211). Notice of the following must be sent to the court and support recipient:

- Termination of employment not later than the seventh day after the date of termination
- Employee's last known address
- Name and address of the employee's new employer, if known

Student Issues

Equal Educational Opportunities

Policies FB, FFH

Lexington ISD does not discriminate on the basis of race, color, religion, national origin, gender, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

Questions or concerns about discrimination of students based on any of the reasons listed above should be directed to Superintendent.

Student Records

Policy FL

Student records are confidential and are protected from unauthorized inspection or use. Employees should take precautions to maintain the confidentiality of all student records. The following people are the only people who have general access to a student's records:

- Parents: Married, separated, or divorced unless parental rights have been legally terminated and the school has been given a copy of the court order terminating parental rights
- The student: The rights of parents transfer to a student who turns 18 or is enrolled in an institution of post-secondary education. A district is not prohibited from granting the student access to the student's records before this time.
- School officials with legitimate educational interests

The student handbook provides parents and students with detailed information on student records. Parents or students who want to review student records should be directed to the Principal for assistance.

Parent and Student Complaints

Policy FNG

In an effort to hear and resolve parent and student complaints in a timely manner and at the lowest administrative level possible, the board has adopted orderly processes for handling complaints on different issues. Any campus office or the superintendent's office can provide parents and students with information on filing a complaint.

Parents are encouraged to discuss problems or complaints with the teacher or the appropriate administrator at any time. Parents and students with complaints that cannot be resolved to their satisfaction should be directed to the campus principal. The formal complaint process provides parents and students with an opportunity to be heard up to the highest level of management if they are dissatisfied with a principal's response.

Administering Medication to Students

Policy FFAC

Only designated employees may administer prescription medication, nonprescription medication, and herbal or dietary supplements to students. Exceptions apply to the self-administration of asthma medication, medication for anaphylaxis (e.g., EpiPen®), and medication for diabetes management, if the medication is self-administered in accordance with district policy and procedures. A student who must take any other medication during the school day must bring a written request from his or her parent and the medicine in its original, properly labeled container. Contact the principal or school nurse for information on procedures that must be followed when administering medication to students.

Dietary Supplements

Policies DH, FFAC

District employees are prohibited by state law from knowingly selling, marketing, or distributing a dietary supplement that contains performance-enhancing compounds to a student with whom the employee has contact as part of his or her school district duties. In addition, employees may not knowingly endorse or suggest the ingestion, intranasal application, or inhalation of a performance-enhancing dietary supplement to any student.

Psychotropic Drugs

Policy FFAC

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.

District employees are prohibited by state law from doing the following:

- Recommending that a student use a psychotropic drug
- Suggesting a particular diagnosis
- Excluding from class or school-related activity a student whose parent refuses to consent to a psychiatric evaluation or to authorize the administration of a psychotropic drug to a student

Student Conduct and Discipline

Policies in the FN series and FO series

Students are expected to follow the classroom rules, campus rules, and rules listed in the Student Handbook and Student Code of Conduct. Teachers and administrators are responsible for taking disciplinary action based on a range of discipline management strategies that have been adopted by the district. Other employees that have concerns about a particular student's conduct should contact the classroom teacher or campus principal.

Student Attendance

Policy FEB

Teachers and staff should be familiar with the district's policies and procedures for attendance accounting. These procedures require minor students to have parental consent before they are allowed to leave campus. When absent from school, the student upon returning to school, must bring a note signed by the parent that describes the reason for the absence. These requirements are addressed in campus training and in the student handbook. Contact the campus principal for additional information.

Bullying

Policy FFI

All employees are required to report student complaints of bullying to campus principal. The district's policy includes definitions and procedures for reporting and investigating bullying of students and is located at www.lexingtonisd.net. Policy FFI (Local)

Hazing

Policy FNCC

Students must have prior approval from the principal or designee for any type of “initiation rites” of a school club or organization. While most initiation rites are permissible, engaging in or permitting “hazing” is a criminal offense. Any teacher, administrator, or employee who observes a student engaged in any form of hazing, who has reason to know or suspect that a student intends to engage in hazing, or has engaged in hazing must report that fact or suspicion to the designated campus administrator.

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2016-2017 Transfer Students - For Board Approval

Student Name	Grade	Returning
Travis Rowe	9	YES
Weston Harper	1	YES
Stephen Gamm	10	NEW
Tyler Justice	9	NEW
Ayden Webster	7	YES

Employee's Children
Returning w/ fee
Returning with no fee: grandfathered in
Returning PEG
New: With Fee
New: PEG School

2016-2017 Transfer Students - For Board Approval

Student Name	Grade	Returning
Clay Mertink	12	NEW

Employee's Child

Texas Association of School Boards, Inc.
HR Services Division
Service Agreement for a Pay Systems Review

Lexington ISD
June 10, 2016

I. Scope of Work

TASB will evaluate district pay systems and practices and develop strategies and implementation plans to achieve district goals.

The scope of work will include all employee base pay systems and pay for extracurricular duty assignments.

TASB deliverables will include:

1. Analyze competitive pay position in the local job market;
2. Build or adjust pay and stipend structures that are aligned with market rates;
3. Develop implementation models with cost estimates for pay and stipend adjustments;
4. Advise in the development of administrative regulations and processes;
5. Review a preliminary draft of findings and recommendations with district leaders;
6. Document and present a final report of findings and recommendations.

II. Cost

\$6,600 consulting fee plus reimbursement of travel expenses

III. Schedule

TASB will schedule this project to begin in November 2016 and be delivered in February 2017. To meet this delivery schedule TASB must receive approval of this agreement before the expiration date below and must receive the electronic pay data requested from the district.

IV. Term of Agreement

This Agreement is effective upon the District's delivery (by mail or facsimile) of an executed counterpart of this Agreement to TASB and either party may rely upon a facsimile or photocopy of the Agreement for all purposes.

V. Limitation of Liability

TASB's liability under this Agreement is limited to the fees paid by the District to TASB under this Agreement. The parties agree that, in the event of a lawsuit between the parties relating to this Agreement, the prevailing party is entitled to recover reasonable and necessary attorney's fees.

VI. Cancellation of Agreement

In the event either party terminates this Agreement before the completion of services, the District will reimburse TASB for all costs incurred up to the date of cancellation and will pay TASB's fee for consulting hours actually rendered.

This proposal will expire on August 31, 2016.



Amy K. Campbell
Director, HR Services



Signature of Authorized Official

District P.O. # _____

Date Approved _____

Lexington ISD



Student Code Of Conduct

2016 – 2017

Updated July 2016

ACKNOWLEDGMENT

Student Code of Conduct

Electronic Distribution

Dear Student and Parent:

As required by state law, the board of trustees has officially adopted the Student Code of Conduct in order to promote a safe and orderly learning environment for every student.

We urge you to read this publication thoroughly and to discuss it with your family. If you have any questions about the required conduct and consequences for misconduct, we encourage you to ask for an explanation from the student's teacher or appropriate campus administrator.

The student and parent should each sign this page in the space provided below, and then return the page to the student's school.

Thank you.

Dr. Brad Schnautz
Superintendent of Schools
Lexington ISD

We acknowledge that we have been offered the option to receive a paper copy of the **Lexington ISD** Student Code of Conduct for the 2016–17 school year or to electronically access it on the district's website at www.lexingtonisd.net. We understand that students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the Code.

We have chosen to:

- ☐ Receive a paper copy of the Student Code of Conduct.
- ☐ Accept responsibility for accessing the Student Code of Conduct on the district's website.

Print name of student: _____

Signature of student: _____

Print name of parent: _____

Signature of parent: _____

Date: _____

School: _____

Grade level: _____

Please sign this page, remove it, and return it to the student's school. Thank you.

ACKNOWLEDGMENT

Student Code of Conduct Hardcopy Distribution

Dear Student and Parent:

As required by state law, the board of trustees has officially adopted the Student Code of Conduct in order to promote a safe and orderly learning environment for every student.

We urge you to read this publication thoroughly and to discuss it with your family. If you have any questions about the required conduct and consequences for misconduct, we encourage you to ask for an explanation from the student's teacher or appropriate campus administrator.

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Lexington ISD

We acknowledge that we have received a copy of the **Lexington ISD** Student Code of Conduct for the 2016–17 school year and understand that students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the Code.

Print name of student: _____

Signature of student: _____

Print name of parent: _____

Signature of parent: _____

Date: _____

School: _____

Grade level: _____

Please sign this page, remove it, and return it to the student's school. Thank you.

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Student Code of Conduct

Purpose

The Student Code of Conduct (“Code”) is the district’s response to the requirements of Chapter 37 of the Texas Education Code.

The Code provides methods and options for managing students in the classroom and on school grounds, disciplining students, and preventing and intervening in student discipline problems.

The law requires the district to define misconduct that may—or must—result in a range of specific disciplinary consequences including removal from a regular classroom or campus, out-of-school suspension, placement in a disciplinary alternative education program (DAEP), placement in a juvenile justice alternative education program (JJAEP), or expulsion from school.

This Student Code of Conduct has been adopted by the **Lexington ISD** Board of Trustees and developed with the advice of the district-level committee. This Code provides information to parents and students regarding standards of conduct, consequences of misconduct, and procedures for administering discipline. It remains in effect during summer school and at all school-related events and activities outside the school year until an updated version adopted by the board becomes effective for the next school year.

In accordance with state law, the Code shall be posted at each school campus or shall be available for review at the office of the campus principal. Additionally, the Code shall be available at the **office of the campus behavior coordinator and posted on the district’s website**. Parents shall be notified of any conduct violation that may result in a student being suspended, placed in a DAEP or JJAEP, expelled, or **taken into custody by a law enforcement officer under Chapter 37 of the Education Code**.

Because the Student Code of Conduct is adopted by the district’s board of trustees, it has the force of policy; therefore, in case of conflict between the Code and the Student Handbook, the Code shall prevail.

Please note: The discipline of students with disabilities who are eligible for services under federal law (Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973) is subject to the provisions of those laws.

School District Authority and Jurisdiction

Campus Behavior Coordinator

As required by law, a person at each campus must be designated to serve as the campus behavior coordinator. The designated person may be the principal of the campus or any other campus administrator selected by the principal. The campus behavior coordinator is primarily responsible for maintaining student discipline. The district maintains a current list of the persons serving as a campus behavior coordinator in the Student Handbook or on the district's website at www.lexingtonisd.net.

School rules and the authority of the district to administer discipline apply whenever the interest of the district is involved, on or off school grounds, in conjunction with or independent of classes and school-sponsored activities.

The district has disciplinary authority over a student:

1. During the regular school day and while the student is going to and from school or a school-sponsored or school-related activity on district transportation;
2. During lunch periods in which a student is allowed to leave campus;
3. While the student is in attendance at any school-related activity, regardless of time or location;
4. For any school-related misconduct, regardless of time or location;
5. When retaliation against a school employee, **board member**, or volunteer occurs or is threatened, regardless of time or location;
6. When criminal mischief is committed on or off school property or at a school-related event;
7. For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line;
8. For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas;
9. When the student commits a felony, as provided by Education Code 37.006 or 37.0081; and
10. When the student is required to register as a sex offender.

The district has the right to search a vehicle driven to school by a student and parked on school property whenever there is reasonable cause to believe it contains articles or materials prohibited by the district.

The district has the right to search a student's locker or desk when there is reasonable cause to believe it contains articles or materials prohibited by the district.

Reporting Crimes

The principal or **campus behavior coordinator** and other school administrators as appropriate shall report crimes as required by law and shall call local law enforcement when an administrator suspects that a crime has been committed on campus.

“Parent” Defined

Throughout the Code of Conduct and related discipline policies, the term “parent” includes a parent, legal guardian, or other person having lawful control of the child.

Participating in Graduation Activities

The district has the right to limit a student’s participation in graduation activities for violating the district’s Code.

Participation might include a speaking role, as established by district policy and procedures.

Students eligible to give the opening and closing remarks at graduation shall be notified by the campus principal. Notwithstanding any other eligibility requirements, in order to be considered as removal to a DAEP, or expulsion during the semester immediately preceding graduation. an eligible student to give the opening or closing remarks, a student shall not have engaged in any misconduct in violation of the district’s Code resulting in an out-of-school suspension,

The valedictorian and salutatorian may also have speaking roles at graduation. No student shall be eligible to have such a speaking role if he or she engaged in any misconduct in violation of the district’s Code resulting in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

See **DAEP—Restrictions During Placement** on page 20, for information regarding a student assigned to DAEP at the time of graduation.

Standards for Student Conduct

Each student is expected to:

- Demonstrate courtesy, even when others do not.
- Behave in a responsible manner, always exercising self-discipline.
- Attend all classes, regularly and on time.
- Prepare for each class; take appropriate materials and assignments to class.
- Meet district and campus standards of grooming and dress.
- Obey all campus and classroom rules.
- Respect the rights and privileges of students, teachers, and other district staff and volunteers.
- Respect the property of others, including district property and facilities.
- Cooperate with and assist the school staff in maintaining safety, order, and discipline.
- Adhere to the requirements of the Student Code of Conduct.

General Conduct Violations

The categories of conduct below are prohibited at school, in vehicles owned or operated by the district, and at all school-related activities, but the list does not include the most severe offenses. In the subsequent sections on Out-of-School Suspension, DAEP Placement, Placement and/or Expulsion for Certain Offenses, and Expulsion, certain offenses that require or permit specific consequences are listed. Any offense, however, may be severe enough to result in Removal from the Regular Educational Setting as detailed in that section.

Disregard for Authority

Students shall not:

- Fail to comply with directives given by school personnel (insubordination).
- Leave school grounds or school-sponsored events without permission.
- Disobey rules for conduct in district vehicles.
- Refuse to accept discipline management techniques assigned by a teacher or principal.

Mistreatment of Others

Students shall not:

- Use profanity or vulgar language or make obscene gestures.
- Fight or scuffle. (For assault, see DAEP Placement and Expulsion.)
- Threaten a district student, employee, or volunteer, including off school property, if the conduct causes a substantial disruption to the educational environment.
- Engage in bullying, harassment, or making hit lists. (See glossary for all three terms.)
- Engage in conduct that constitutes sexual or gender-based harassment or sexual abuse, whether by word, gesture, or any other conduct, directed toward another person, including a district student, employee, board member, or volunteer.
- Engage in conduct that constitutes dating violence. (See glossary.)
- Engage in inappropriate or indecent exposure of private body parts.
- Participate in hazing. (See glossary.)
- Cause an individual to act through the use of or threat of force (coercion).
- Commit extortion or blackmail (obtaining money or an object of value from an unwilling person).
- Engage in inappropriate verbal, physical, or sexual conduct directed toward another person, including a district student, employee, or volunteer.
- Record the voice or image of another without the prior consent of the individual being recorded or in any way that disrupts the educational environment or invades the privacy of others.

Property Offenses

Students shall not:

- Damage or vandalize property owned by others. (For felony criminal mischief, see DAEP Placement or Expulsion.)
- Deface or damage school property—including textbooks, technology and electronic resources, lockers, furniture, and other equipment—with graffiti or by other means.
- Steal from students, staff, or the school.
- Commit or assist in a robbery or theft, even if it does not constitute a felony according to the Texas Penal Code. (For felony robbery, aggravated robbery, and theft, see DAEP Placement and Expulsion.)

Possession of Prohibited Items

Students shall not possess or use:

- Fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device;
- A razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person;
- A “look-alike” weapon;
- An air gun or BB gun;
- Ammunition;
- A stun gun;
- A pocketknife or any other small knife;
- Mace or pepper spray;
- Pornographic material;
- Tobacco products; cigarettes; e-cigarettes; and any component, part, or accessory for an e-cigarette device;
- Matches or a lighter;
- A laser pointer for other than an approved use; or
- Any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists. (For weapons and firearms, see DAEP Placement and Expulsion.)

Possession of Telecommunications or Other Electronic Devices

Students shall not:

- Use a telecommunications device, including a cellular telephone, or other electronic device in violation of district and campus rules.

Illegal, Prescription, and Over-the-Counter Drugs

Students shall not:

- Possess or sell seeds or pieces of marijuana in less than a usable amount. (For illegal drugs, alcohol, and inhalants, see DAEP Placement and Expulsion.)
- Possess, use, give, or sell paraphernalia related to any prohibited substance. (See glossary for “paraphernalia.”)
- Possess, use, abuse, or sell look-alike drugs or attempt to pass items off as drugs or contraband.
- Abuse the student’s own prescription drug, give a prescription drug to another student, or possess or be under the influence of another person’s prescription drug on school property or at a school-related event. (See glossary for “abuse.”)
- Abuse over-the-counter drugs. (See glossary for “abuse.”) Be under the influence of prescription or over-the-counter drugs that cause impairment of the physical or mental faculties. (See glossary for “under the influence.”)
- Have or take prescription drugs or over-the-counter drugs at school other than as provided by district policy.

Misuse of Technology Resources and the Internet

Students shall not:

- Violate policies, rules, or agreements signed by the student or the student’s parent regarding the use of technology resources.
- Attempt to access or circumvent passwords or other security-related information of the district, students, or employees or upload or create computer viruses, including off school property if the conduct causes a substantial disruption to the educational environment.
- Attempt to alter, destroy, or disable district technology resources including, but not limited to, computers and related equipment, district data, the data of others, or other networks connected to the district’s system, including off school property if the conduct causes a substantial disruption to the educational environment.
- Use the Internet or other electronic communications to threaten district students, employees, board members, or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment.
- Send, post, or possess electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another’s reputation, or illegal, including cyberbullying and “sexting,” either on or off school property, if the conduct causes a substantial disruption to the educational environment.
- Use e-mail or websites to engage in or encourage illegal behavior or threaten school safety, including off school property if the conduct causes a substantial disruption to the educational environment.

Safety Transgressions

Students shall not:

- Possess published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety.
- Engage in verbal (oral or written) exchanges that threaten the safety of another student, a school employee, or school property.
- Make false accusations or perpetrate hoaxes regarding school safety.
- Engage in any conduct that school officials might reasonably believe will substantially disrupt the school program or incite violence.
- Throw objects that can cause bodily injury or property damage.
- Discharge a fire extinguisher without valid cause.

Miscellaneous Offenses

Students shall not:

- Violate dress and grooming standards as communicated in the Student Handbook.
- Cheat or copy the work of another.
- Gamble.
- Falsify records, passes, or other school-related documents.
- Engage in actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Repeatedly violate other communicated campus or classroom standards of conduct.

The district may impose campus or classroom rules in addition to those found in the Code. These rules may be posted in classrooms or given to the student and may or may not constitute violations of the Code.

Discipline Management Techniques

Discipline shall be designed to improve conduct and to encourage students to adhere to their responsibilities as members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of discipline management techniques. Discipline shall be correlated to the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, the effect of the misconduct on the school environment, and statutory requirements.

Because of these factors, discipline for a particular offense, including misconduct in a district vehicle owned or operated by the district, unless otherwise specified by law, may bring into consideration varying techniques and responses.

Students with Disabilities

The discipline of students with disabilities is subject to applicable state and federal law in addition to the Student Code of Conduct. To the extent any conflict exists, state and/or federal law shall prevail.

In accordance with the Education Code, a student who receives special education services may not be disciplined for conduct meeting the definition of bullying, harassment, or making hit lists (see glossary) until an ARD committee meeting has been held to review the conduct.

In deciding whether to order suspension, DAEP placement, or expulsion, regardless of whether the action is mandatory or discretionary, the district shall take into consideration a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

Techniques

The following discipline management techniques may be used alone, in combination, **or as part of progressive interventions** for behavior prohibited by the Student Code of Conduct or by campus or classroom rules:

- Verbal correction, oral or written.
- Cooling-off time or "time-out."
- Seating changes within the classroom or vehicles owned or operated by the district.
- Temporary confiscation of items that disrupt the educational process.
- Rewards or demerits.
- Behavioral contracts.
- Counseling by teachers, school counselors, or administrative personnel.
- Parent-teacher conferences.
- **Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.**
- Detention, including outside regular school hours.
- Sending the student to the office or other assigned area, or to in-school suspension.

- Assignment of school duties, such as cleaning or picking up litter.
- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- Penalties identified in individual student organizations' extracurricular standards of behavior.
- Restriction or revocation of district transportation privileges.
- School-assessed and school-administered probation.
- Corporal punishment, unless the student's parent or guardian has provided a signed statement prohibiting its use.
- Out-of-school suspension, as specified in the Out-of-School Suspension section of this Code.
- Placement in a DAEP, as specified in the DAEP section of this Code.
- Placement and/or expulsion in an alternative educational setting, as specified in the Placement and/or Expulsion for Certain Offenses section of this Code.
- Expulsion, as specified in the Expulsion section of this Code.
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.
- Other strategies and consequences as determined by school officials.

Notification

The **campus behavior coordinator** shall promptly notify a student's parent by phone or in person of any violation that may result in in-school or out-of-school suspension, placement in a DAEP, placement in a JJAEP, or expulsion. The **campus behavior coordinator** shall also notify a student's parent if the student is taken into custody by a law enforcement officer under the disciplinary provisions of the Education Code. A good faith effort shall be made on the day the action was taken to provide to the student for delivery to the student's parent written notification of the disciplinary action. If the parent has not been reached by telephone or in person by 5:00 p.m. of the first business day after the day the disciplinary action was taken, the **campus behavior coordinator** shall send written notification by U.S. Mail. If the **campus behavior coordinator** is not able to provide notice to the parent, the principal or designee shall provide the notice.

Before the principal or appropriate administrator assigns a student under age 18 to detention outside regular school hours, notice shall be given to the student's parent to inform him or her of the reason for the detention and permit arrangements for necessary transportation.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the teacher, campus administration, or campus behavior coordinator, as appropriate. Appeals or complaints regarding the use of specific discipline management techniques should be addressed in accordance with policy FNG(LOCAL). A copy of the policy may be obtained from the

principal's office, the **campus behavior coordinator's office**, or the central administration office or **www.lexingtonisd.net**.

Consequences shall not be deferred pending the outcome of a grievance.

Removal from the School Bus

A bus driver may refer a student to the principal's office or the campus behavior coordinator's office to maintain effective discipline on the bus. The principal or campus behavior coordinator must employ additional discipline management techniques, as appropriate, which can include restricting or revoking a student's bus riding privileges.

Since the district's primary responsibility in transporting students in district vehicles is to do so as safely as possible, the operator of the vehicle must focus on driving and not have his or her attention distracted by student misbehavior. Therefore, when appropriate disciplinary management techniques fail to improve student behavior or when specific misconduct warrants immediate removal, the principal or the campus behavior coordinator may restrict or revoke a student's transportation privileges, in accordance with law.

Removal from the Regular Educational Setting

In addition to other discipline management techniques, misconduct may result in removal from the regular educational setting in the form of a routine referral or a formal removal.

Routine Referral

A routine referral occurs when a teacher sends a student to the campus behavior coordinator's office as a discipline management technique. The campus behavior coordinator shall employ alternative discipline management techniques, including progressive interventions. A teacher or administrator may remove a student from class for a behavior that violates this Code to maintain effective discipline in the classroom.

Formal Removal

A teacher **may** also initiate a formal removal from class if:

1. The student's behavior has been documented by the teacher as repeatedly interfering with the teacher's ability to teach his or her class or with the student's classmates' ability to learn; or
2. The behavior is so unruly, disruptive, or abusive that the teacher cannot teach, and the students in the classroom cannot learn.

Within three school days of the formal removal, the **campus behavior coordinator** or appropriate administrator shall schedule a conference with the student's parent; the student; the teacher, in the case of removal by a teacher; and any other administrator.

At the conference, the **campus behavior coordinator** or appropriate administrator shall inform the student of the misconduct for which he or she is charged and the consequences. The student shall have an opportunity to give his or her version of the incident.

When a student is removed from the regular classroom by a teacher and a conference is pending, the campus behavior coordinator or other administrator may place the student in:

- Another appropriate classroom.
- In-school suspension.
- Out-of-school suspension.
- DAEP.

A teacher or administrator **must** remove a student from class if the student engages in behavior that under the Education Code requires or permits the student to be placed in a DAEP or expelled. When removing for those reasons, the procedures in the subsequent sections on DAEP or expulsion shall be followed.

Returning a Student to the Classroom

When a student has been formally removed from class by a teacher for conduct against the teacher containing the elements of assault, aggravated assault, sexual assault, aggravated sexual assault, murder, capital murder, or criminal attempt to commit murder or capital murder, the student may not be returned to the teacher's class without the teacher's consent.

When a student has been formally removed by a teacher for any other conduct, the student may be returned to the teacher's class without the teacher's consent if the placement review committee determines that the teacher's class is the best or only alternative available.

Out-of-School Suspension

Misconduct

Students may be suspended for any behavior listed in the Code as a general conduct violation, DAEP offense, or expellable offense.

Process

State law allows a student to be suspended for no more than three school days per behavior violation, with no limit on the number of times a student may be suspended in a semester or school year.

Before being suspended a student shall have an informal conference with the **campus behavior coordinator** or appropriate administrator, who shall advise the student of the conduct of which he or she is accused. The student shall be given the opportunity to explain his or her version of the incident before the administrator's decision is made.

The number of days of a student's suspension shall be determined by the **campus behavior coordinator**, but shall not exceed three school days.

In deciding whether to order out-of-school suspension, the **campus behavior coordinator** shall take into consideration:

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history, or
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

The appropriate administrator shall determine any restrictions on participation in school-sponsored or school-related extracurricular and co-curricular activities.

Disciplinary Alternative Education Program (DAEP) Placement

The DAEP shall be provided in a setting other than the student's regular classroom. An elementary school student may not be placed in a DAEP with a student who is not an elementary school student.

For purposes of DAEP, elementary classification shall be kindergarten-grade 5 and secondary classification shall be grades 6-12.

A student who is expelled for an offense that otherwise would have resulted in a DAEP placement does not have to be placed in a DAEP in addition to the expulsion.

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator shall take into consideration:

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history, or
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

Discretionary Placement: Misconduct That May Result in DAEP Placement

A student may be placed in a DAEP for behaviors prohibited in the General Conduct Violations section of this Code.

Misconduct Identified in State Law

In accordance with state law, a student **may** be placed in a DAEP for any one of the following offenses:

- Involvement in a public school fraternity, sorority, or secret society, including participating as a member or pledge, or soliciting another person to become a pledge or member of a public school fraternity, sorority, secret society, or gang. (See glossary.)
- Involvement in criminal street gang activity. (See glossary.)
- Any criminal mischief, including a felony.
- Assault (no bodily injury) with threat of imminent bodily injury.
- Assault by offensive or provocative physical contact.

In accordance with state law, a student **may** be placed in a DAEP if the superintendent or the superintendent's designee has reasonable belief (see glossary) that the student has engaged in conduct punishable as a felony, other than aggravated robbery or those listed as offenses involving injury to a person in Title 5 (see glossary) of the Texas Penal Code, that occurs off school property and not at a school-sponsored or school-related event, if the student's presence

in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process.

The campus behavior coordinator **may**, but is not required to, place a student in a DAEP for off-campus conduct for which DAEP placement is required by state law if the administrator does not have knowledge of the conduct before the first anniversary of the date the conduct occurred.

Mandatory Placement: Misconduct That Requires DAEP Placement

A student **must** be placed in a DAEP if the student:

- Engages in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school. (See glossary.)
- Commits the following offenses on school property or within 300 feet of school property as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:
 - Engages in conduct punishable as a felony.
 - Commits an assault (see glossary) under Texas Penal Code 22.01(a)(1).
 - Sells, gives, or delivers to another person, or possesses, uses, or is under the influence of marijuana, a controlled substance, or a dangerous drug in an amount not constituting a felony offense. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision. (School-related felony drug offenses are addressed in the Expulsion section.) (See glossary for "under the influence.")
 - Sells, gives, or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of alcohol; or possesses, uses, or is under the influence of alcohol, if the conduct is not punishable as a felony offense. (School-related felony alcohol offenses are addressed in the Expulsion section.)
 - Behaves in a manner that contains the elements of an offense relating to abusive volatile chemicals.
 - Behaves in a manner that contains the elements of the offense of public lewdness or indecent exposure.
- Engages in expellable conduct and is between six and nine years of age.
- Commits a federal firearms violation and is younger than six years of age.
- Engages in conduct that contains the elements of the offense of retaliation against any school employee or volunteer on or off school property. (Committing retaliation in combination with another expellable offense is addressed in the Expulsion section of this Code.)
- Engages in conduct punishable as aggravated robbery or a felony listed under Title 5 (see glossary) of the Texas Penal Code when the conduct occurs off school property and not at a school-sponsored or school-related event and:
 1. The student receives deferred prosecution (see glossary),

2. A court or jury finds that the student has engaged in delinquent conduct (see glossary), or
3. The superintendent or designee has a reasonable belief (see glossary) that the student engaged in the conduct.

Sexual Assault and Campus Assignments

If a student has been convicted of continuous sexual abuse of a young child or children or convicted of or placed on deferred adjudication for sexual assault or aggravated sexual assault against another student on the same campus, and if the victim's parent or another person with the authority to act on behalf of the victim requests that the board transfer the offending student to another campus, the offending student shall be transferred to another campus in the district. If there is no other campus in the district serving the grade level of the offending student, the offending student shall be transferred to a DAEP.

Emergencies

In an emergency, the principal or the principal's designee may order the immediate placement of a student in a DAEP for any reason for which placement in a DAEP may be made on a nonemergency basis.

Process

Removals to a DAEP shall be made by the campus behavior coordinator.

Conference

When a student is removed from class for a DAEP offense, the **campus behavior coordinator** or appropriate administrator shall schedule a conference within three school days with the student's parent, the student, and the teacher, in the case of a teacher removal.

At the conference, the **campus behavior coordinator** or appropriate administrator shall inform the student, orally or in writing, of the reasons for the removal and shall give the student an explanation of the basis for the removal and an opportunity to respond to the reasons for the removal.

Following valid attempts to require attendance, the district may hold the conference and make a placement decision regardless of whether the student or the student's parents attend the conference.

Consideration of Mitigating Factors

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator shall take into consideration:

- 1. Self-defense (see glossary),**
- 2. Intent or lack of intent at the time the student engaged in the conduct,**
- 3. The student's disciplinary history, or**

4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

Placement Order

After the conference, if the student is placed in the DAEP, the **campus behavior coordinator** shall write a placement order. A copy of the DAEP placement order shall be sent to the student and the student's parent.

Not later than the second business day after the conference, the board's designee shall deliver to the juvenile court a copy of the placement order and all information required by Section 52.04 of the Family Code.

If the student is placed in the DAEP and the length of placement is inconsistent with the guidelines included in this Code, the placement order shall give notice of the inconsistency.

Coursework Notice

The parent or guardian of a student placed in DAEP shall be given written notice of the student's opportunity to complete a foundation curriculum course in which the student was enrolled at the time of removal and which is required for graduation, at no cost to the student. The notice shall include information regarding all methods available for completing the coursework.

Length of Placement

The duration of a student's placement in a DAEP shall be determined by the **campus behavior coordinator**.

The duration of a student's placement shall be determined on a case-by-case basis. DAEP placement shall be correlated to the seriousness of the offense, the student's age and grade level, the frequency of misconduct, the student's attitude, and statutory requirements.

The maximum period of DAEP placement shall be one calendar year, except as provided below.

The district shall administer the required pre- and post-assessments for students assigned to DAEP for a period of 90 days or longer in accordance with established district administrative procedures for administering other diagnostic or benchmark assessments.

Exceeds One Year

Placement in a DAEP may exceed one year when a review by the district determines that the student is a threat to the safety of other students or to district employees.

The statutory limitations on the length of a DAEP placement do not apply to a placement resulting from the board's decision to place a student who engaged in the sexual assault of another student so that the students are not assigned to the same campus.

Exceeds School Year

Students who commit offenses requiring placement in a DAEP at the end of one school year may be required to continue that placement at the start of the next school year to complete the assigned term of placement.

For placement in a DAEP to extend beyond the end of the school year, the **campus behavior coordinator** or the board's designee must determine that:

1. The student's presence in the regular classroom or campus presents a danger of physical harm to the student or others, or
2. The student has engaged in serious or persistent misbehavior (see glossary) that violates the district's Code.

Exceeds 60 Days

For placement in a DAEP to extend beyond 60 days or the end of the next grading period, whichever is sooner, a student's parent shall be given notice and the opportunity to participate in a proceeding before the board or the board's designee.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the campus administration.

Student or parent appeals regarding a student's placement in a DAEP should be addressed in accordance with FNG(LOCAL). A copy of this policy may be obtained from the principal's office, the **campus behavior coordinator's office**, the central administration office, or through *Policy On Line* at the following address: www.lexingtonisd.net.

Disciplinary consequences shall not be deferred pending the outcome of an appeal. The decision to place a student in a DAEP cannot be appealed beyond the board.

Restrictions During Placement

The district does not permit a student who is placed in a DAEP to participate in any school-sponsored or school-related extracurricular or co-curricular activity, including seeking or holding honorary positions and/or membership in school-sponsored clubs and organizations.

A student placed in a DAEP shall not be provided transportation unless he or she is a student with a disability who has transportation designated as a related service in the student's IEP.

For seniors who are eligible to graduate and are assigned to a DAEP at the time of graduation, the placement in the program shall continue through graduation, and the student shall not be allowed to participate in the graduation ceremony and related graduation activities.

Placement Review

A student placed in a DAEP shall be provided a review of his or her status, including academic status, by the **campus behavior coordinator** or the board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall be given the opportunity to present arguments for the student's return to the regular classroom or campus. The student may not be returned to the classroom of a teacher who removed the student without that teacher's consent.

Additional Misconduct

If during the term of placement in a DAEP the student engages in additional misconduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the campus behavior coordinator may enter an additional disciplinary order as a result of those proceedings.

Notice of Criminal Proceedings

The office of the prosecuting attorney shall notify the district whether a student was placed in a DAEP for certain offenses including any felony, unlawful restraint, indecent exposure, assault, deadly conduct, terroristic threats, organized crime, certain drug offenses, or possession of a weapon, and:

1. Prosecution of a student's case was refused for lack of prosecutorial merit or insufficient evidence and no formal proceedings, deferred adjudication (see glossary), or deferred prosecution will be initiated; or
2. The court or jury found a student not guilty, or made a finding that the student did not engage in delinquent conduct or conduct indicating a need for supervision, and the case was dismissed with prejudice.

If a student was placed in a DAEP for such conduct, on receiving the notice from the prosecutor, the superintendent or designee shall review the student's placement and schedule a review with the student's parent not later than the third day after the superintendent or designee receives notice from the prosecutor. The student may not be returned to the regular classroom pending the review.

After reviewing the notice and receiving information from the student's parent, the superintendent or designee may continue the student's placement if there is reason to believe that the presence of the student in the regular classroom threatens the safety of other students or teachers.

The student or the student's parent may appeal the superintendent's decision to the board. The student may not be returned to the regular classroom pending the appeal. In the case of an appeal, the board shall, at the next scheduled meeting, review the notice from the prosecutor and receive information from the student, the student's parent, and the superintendent or designee, and confirm or reverse the decision of the superintendent or designee. The board shall make a record of the proceedings.

If the board confirms the decision of the superintendent or designee, the student and the student's parent may appeal to the Commissioner of Education. The student may not be returned to the regular classroom pending the appeal.

Withdrawal During Process

When a student violates the district's Code in a way that requires or permits the student to be placed in a DAEP and the student withdraws from the district before a placement order is completed, the **campus behavior coordinator** may complete the proceedings and issue a placement order. If the student then re-enrolls in the district during the same or a subsequent school year, the district may enforce the order at that time, less any period of the placement that

has been served by the student during enrollment in another district. If the **campus behavior coordinator** or the board fails to issue a placement order after the student withdraws, the next district in which the student enrolls may complete the proceedings and issue a placement order.

Newly Enrolled Students

The district shall continue the DAEP placement of a student who enrolls in the district and was assigned to a DAEP in an open-enrollment charter school or another district.

A newly enrolled student with a DAEP placement from a district in another state shall be placed as any other newly enrolled student if the behavior committed is a reason for DAEP placement in the receiving district.

If the student was placed in a DAEP by a school district in another state for a period that exceeds one year, this district, by state law, shall reduce the period of the placement so that the total placement does not exceed one year. After a review, however, the placement may be extended beyond a year if the district determines that the student is a threat to the safety of other students or employees or the extended placement is in the best interest of the student.

Emergency Placement Procedure

When an emergency placement occurs, the student shall be given oral notice of the reason for the action. Not later than the tenth day after the date of the placement, the student shall be given the appropriate conference required for assignment to a DAEP.

Placement and/or Expulsion for Certain Offenses

This section includes two categories of offenses for which the Education Code provides unique procedures and specific consequences.

Registered Sex Offenders

Upon receiving notification in accordance with state law that a student is currently required to register as a sex offender, the administration must remove the student from the regular classroom and determine appropriate placement unless the court orders JJAEP placement.

If the student is under any form of court supervision, including probation, community supervision, or parole, the placement shall be in either DAEP or JJAEP for at least one semester.

If the student is not under any form of court supervision, the placement may be in DAEP or JJAEP for one semester or the placement may be in a regular classroom. The placement may not be in the regular classroom if the board or its designee determines that the student's presence:

1. Threatens the safety of other students or teachers,
2. Will be detrimental to the educational process, or
3. Is not in the best interests of the district's students.

Review Committee

At the end of the first semester of a student's placement in an alternative educational setting and before the beginning of each school year for which the student remains in an alternative placement, the district shall convene a committee, in accordance with state law, to review the student's placement. The committee shall recommend whether the student should return to the regular classroom or remain in the placement. Absent a special finding, the board or its designee must follow the committee's recommendation.

The placement review of a student with a disability who receives special education services must be made by the ARD committee.

Newly Enrolled Student

If a student enrolls in the district during a mandatory placement as a registered sex offender, the district may count any time already spent by the student in a placement or may require an additional semester in an alternative placement without conducting a review of the placement.

Appeal

A student or the student's parent may appeal the placement by requesting a conference between the board or its designee, the student, and the student's parent. The conference is limited to the factual question of whether the student is required to register as a sex offender. Any decision of the board or its designee under this section is final and may not be appealed.

Certain Felonies

Regardless of whether placement or expulsion is required or permitted by one of the reasons in the DAEP Placement or Expulsion sections, in accordance with Education Code 37.0081, a

student may be expelled and placed in either DAEP or JJAEP if the board or **campus behavior coordinator** makes certain findings and the following circumstances exist in relation to aggravated robbery or a felony offense under Title 5 (see glossary) of the Texas Penal Code. The student must:

- Have received deferred prosecution for conduct defined as aggravated robbery or a Title 5 felony offense;
- Have been found by a court or jury to have engaged in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense;
- Have been charged with engaging in conduct defined as aggravated robbery or a Title 5 felony offense;
- Have been referred to a juvenile court for allegedly engaging in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense; or
- Have received probation or deferred adjudication or have been arrested for, charged with, or convicted of aggravated robbery or a Title 5 felony offense.

The district may expel the student and order placement under these circumstances regardless of:

1. The date on which the student's conduct occurred,
2. The location at which the conduct occurred,
3. Whether the conduct occurred while the student was enrolled in the district, or
4. Whether the student has successfully completed any court disposition requirements imposed in connection with the conduct.

Hearing and Required Findings

The student must first have a hearing before the board or its designee, who must determine that in addition to the circumstances above that allow for the expulsion, the student's presence in the regular classroom:

1. Threatens the safety of other students or teachers,
2. Will be detrimental to the educational process, or
3. Is not in the best interest of the district's students.

Any decision of the board or the board's designee under this section is final and may not be appealed.

Length of Placement

The student is subject to the placement until:

1. The student graduates from high school,
2. The charges are dismissed or reduced to a misdemeanor offense, or
3. The student completes the term of the placement or is assigned to another program.

Newly Enrolled Students

A student who enrolls in the district before completing a placement under this section from another school district must complete the term of the placement.

Expulsion

In deciding whether to order expulsion, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator shall take into consideration:

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history, or
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

Discretionary Expulsion: Misconduct That May Result in Expulsion

Any Location

A student **may** be expelled for:

- Engaging in the following, no matter where it takes place:
 - Conduct that contains the elements of assault under Penal Code 22.01(a)(1) in retaliation against a school employee or volunteer.
 - Criminal mischief, if punishable as a felony.
- Engaging in conduct that contains the elements of one of the following offenses against another student, without regard to where the conduct occurs:
 - Aggravated assault.
 - Sexual assault.
 - Aggravated sexual assault.
 - Murder.
 - Capital murder.
 - Criminal attempt to commit murder or capital murder.
 - Aggravated robbery.
- Breach of computer security.
- Engaging in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school.

At School, Within 300 Feet, or at a School Event

A student **may** be expelled for committing any of the following offenses on or within 300 feet of school property, as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:

- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, or a dangerous drug, if the conduct is not punishable as a felony. A student with a valid prescription for low-THC cannabis as

authorized by Chapter 487 of the Health and Safety Code does not violate this provision. (See glossary for “under the influence.”)

- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of alcohol; or committing a serious act or offense while under the influence of alcohol, if the conduct is not punishable as a felony.
- Engaging in conduct that contains the elements of an offense relating to abusable volatile chemicals.
- Engaging in conduct that contains the elements of assault under Section 22.01(a)(1) against an employee or a volunteer.
- Engaging in deadly conduct. (See glossary.)

Within 300 Feet of School

A student **may** be expelled for engaging in the following conduct while within 300 feet of school property, as measured from any point on the school’s real property boundary line:

- Aggravated assault, sexual assault, or aggravated sexual assault.
- Arson. (See glossary.)
- Murder, capital murder, or criminal attempt to commit murder or capital murder.
- Indecency with a child, aggravated kidnapping, manslaughter, criminally negligent homicide, or aggravated robbery.
- Continuous sexual abuse of a young child or children.
- Felony drug- or alcohol-related offense.
- Carrying on or about the student’s person a handgun, an illegal knife, or a club, as these terms are defined by state law. (See glossary.)
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined by state law. (See glossary.)
- Possession of a firearm, as defined by federal law. (See glossary.)

Property of Another District

A student **may** be expelled for committing any offense that is a state-mandated expellable offense if the offense is committed on the property of another district in Texas or while the student is attending a school-sponsored or school-related activity of a school in another district in Texas.

While in DAEP

A student **may** be expelled for engaging in documented serious misbehavior that violates the district’s Code, despite documented behavioral interventions while placed in a DAEP. For purposes of discretionary expulsion from a DAEP, serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;

2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or
4. Conduct that constitutes the offense of:
 - a. Public lewdness under Section 21.07, Penal Code;
 - b. Indecent exposure under Section 21.08, Penal Code;
 - c. Criminal mischief under Section 28.03, Penal Code;
 - d. Personal hazing under Section 37.152; or
 - e. Harassment under Section 42.07(a)(1), Penal Code, of a student or district employee.

Mandatory Expulsion: Misconduct That Requires Expulsion

A student **must** be expelled under federal or state law for any of the following offenses that occur on school property or while attending a school-sponsored or school-related activity on or off school property:

Under Federal Law

- Bringing to school or possessing at school, including any setting that is under the district's control or supervision for the purpose of a school activity, a firearm, as defined by federal law. (See glossary.)

Note: Mandatory expulsion under the federal Gun Free Schools Act does not apply to a firearm that is lawfully stored inside a locked vehicle, or to firearms used in activities approved and authorized by the district when the district has adopted appropriate safeguards to ensure student safety.

Under the Texas Penal Code

- Carrying on or about the student's person the following, as defined by the Texas Penal Code:
 - A handgun, defined by state law as any firearm designed, made, or adapted to be used with one hand. (See glossary.) Note: A student may not be expelled solely on the basis of the student's use, exhibition, or possession of a firearm that occurs at an approved target range facility that is not located on a school campus, while participating in or preparing for a school-sponsored, shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife Department, or a shooting sports sanctioning organization working with the department. [See policy FNCG(LEGAL).]
 - An illegal knife, as defined by state law. (See glossary.)
 - A club, as defined in state law. (See glossary.)
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined in state law. (See glossary.)

- Behaving in a manner that contains elements of the following offenses under the Texas Penal Code:
 - Aggravated assault, sexual assault, or aggravated sexual assault.
 - Arson. (See glossary.)
 - Murder, capital murder, or criminal attempt to commit murder or capital murder.
 - Indecency with a child.
 - Aggravated kidnapping.
 - Aggravated robbery.
 - Manslaughter.
 - Criminally negligent homicide.
 - Continuous sexual abuse of a young child or children.
 - Behavior punishable as a felony that involves selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, a dangerous drug, or alcohol; or committing a serious act or offense while under the influence of alcohol.
- Engaging in retaliation against a school employee or volunteer combined with one of the above-listed mandatory expulsion offenses.

Under Age Ten

When a student under the age of ten engages in behavior that is expellable behavior, the student shall not be expelled, but shall be placed in a DAEP. A student under age six shall not be placed in a DAEP unless the student commits a federal firearm offense.

Emergency

In an emergency, the principal or the principal's designee may order the immediate expulsion of a student for any reason for which expulsion may be made on a nonemergency basis.

Process

If a student is believed to have committed an expellable offense, the campus behavior coordinator or other appropriate administrator shall schedule a hearing within a reasonable time. The student's parent shall be invited in writing to attend the hearing.

Until a hearing can be held, the campus behavior coordinator or other administrator may place the student in:

- Another appropriate classroom.
- In-school suspension.
- Out-of-school suspension.
- DAEP.

Hearing

A student facing expulsion shall be given a hearing with appropriate due process. The student is entitled to:

1. Representation by the student's parent or another adult who can provide guidance to the student and who is not an employee of the district,
2. An opportunity to testify and to present evidence and witnesses in the student's defense, and
3. An opportunity to question the witnesses called by the district at the hearing.

After providing notice to the student and parent of the hearing, the district may hold the hearing regardless of whether the student or the student's parent attends.

The board of trustees delegates to the Superintendent of Schools authority to conduct hearings and expel students.

Board Review of Expulsion

After the due process hearing, the expelled student may request that the board review the expulsion decisions. The student or parent must submit a written request to the superintendent within seven days after receipt of the written decision. The superintendent must provide the student or parent written notice of the date, time, and place of the meeting at which the board will review the decision.

The board shall review the record of the expulsion hearing in a closed meeting unless the parent requests in writing that the matter be held in an open meeting. The board may also hear a statement from the student or parent and from the board's designee.

The board shall hear statements made by the parties at the review and shall base its decision on evidence reflected in the record and any statements made by the parties at the review. The board shall make and communicate its decision orally at the conclusion of the presentation. Consequences shall not be deferred pending the outcome of the hearing.

Expulsion Order

Before ordering the expulsion, the board or campus behavior coordinator shall take into consideration:

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history, or
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

If the student is expelled, the board or its designee shall deliver to the student and the student's parent a copy of the order expelling the student.

Not later than the second business day after the hearing, **the campus principal** shall deliver to the juvenile court a copy of the expulsion order and the information required by Section 52.04 of the Family Code.

If the length of the expulsion is inconsistent with the guidelines included in the Student Code of Conduct, the expulsion order shall give notice of the inconsistency.

Length of Expulsion

The length of an expulsion shall be correlated to the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, and statutory requirements.

The duration of a student's expulsion shall be determined on a case-by-case basis. The maximum period of expulsion is one calendar year, except as provided below.

An expulsion may not exceed one year unless, after review, the district determines that:

1. The student is a threat to the safety of other students or to district employees, or
2. Extended expulsion is in the best interest of the student.

State and federal law require a student to be expelled from the regular classroom for a period of at least one calendar year for bringing a firearm, as defined by federal law, to school. However, the superintendent may modify the length of the expulsion on a case-by-case basis.

Students who commit offenses that require expulsion at the end of one school year may be expelled into the next school year to complete the term of expulsion.

Withdrawal During Process

When a student has violated the district's Code in a way that requires or permits expulsion from the district and the student withdraws from the district before the expulsion hearing takes place, the district may conduct the hearing after sending written notice to the parent and student.

If the student then re-enrolls in the district during the same or subsequent school year, the district may enforce the expulsion order at that time, less any expulsion period that has been served by the student during enrollment in another district.

If the **campus behavior coordinator** or the board fails to issue an expulsion order after the student withdraws, the next district in which the student enrolls may complete the proceedings.

Additional Misconduct

If during the expulsion, the student engages in additional conduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the **campus behavior coordinator** or the board may issue an additional disciplinary order as a result of those proceedings.

Restrictions During Expulsion

Expelled students are prohibited from being on school grounds or attending school-sponsored or school-related activities during the period of expulsion.

No district academic credit shall be earned for work missed during the period of expulsion unless the student is enrolled in a JJAEP or another district-approved program.

Newly Enrolled Students

The district shall continue the expulsion of any newly enrolled student expelled from another district or an open-enrollment charter school until the period of the expulsion is completed.

If a student expelled in another state enrolls in the district, the district may continue the expulsion under the terms of the expulsion order, may place the student in a DAEP for the period specified in the order, or may allow the student to attend regular classes if:

1. The out-of-state district provides the district with a copy of the expulsion order, and
2. The offense resulting in the expulsion is also an expellable offense in the district in which the student is enrolling.

If a student is expelled by a district in another state for a period that exceeds one year and the district continues the expulsion or places the student in a DAEP, the district shall reduce the period of the expulsion or DAEP placement so that the entire period does not exceed one year, unless after a review it is determined that:

1. The student is a threat to the safety of other students or district employees, or
2. Extended placement is in the best interest of the student.

Emergency Expulsion Procedures

When an emergency expulsion occurs, the student shall be given verbal notice of the reason for the action. Within ten days after the date of the emergency expulsion, the student shall be given appropriate due process required for a student facing expulsion.

DAEP Placement of Expelled Students

The district may provide educational services to any expelled student in a DAEP; however, educational services in the DAEP must be provided if the student is less than ten years of age.

Glossary

Abuse is improper or excessive use.

Aggravated robbery is defined in part by Texas Penal Code 29.03(a) as when a person commits robbery and:

1. Causes serious bodily injury to another;
2. Uses or exhibits a deadly weapon; or
3. Causes bodily injury to another person or threatens or places another person in fear of imminent bodily injury or death, if the other person is:
 - a. 65 years of age or older, or
 - b. A disabled person.

Armor-piercing ammunition is handgun ammunition used in pistols and revolvers and designed primarily for the purpose of penetrating metal or body armor.

Arson is:

1. A crime that involves starting a fire or causing an explosion with intent to destroy or damage:
 - a. Any vegetation, fence, or structure on open-space land; or
 - b. Any building, habitation, or vehicle:
 - 1) Knowing that it is within the limits of an incorporated city or town,
 - 2) Knowing that it is insured against damage or destruction,
 - 3) Knowing that it is subject to a mortgage or other security interest,
 - 4) Knowing that it is located on property belonging to another,
 - 5) Knowing that it has located within it property belonging to another, or
 - 6) When the person starting the fire is reckless about whether the burning or explosion will endanger the life of some individual or the safety of the property of another.
2. A crime that involves recklessly starting a fire or causing an explosion while manufacturing or attempting to manufacture a controlled substance and the fire or explosion damages any building, habitation, or vehicle; or
3. A crime that involves intentionally starting a fire or causing an explosion and in so doing:
 - a. Recklessly damages or destroys a building belonging to another, or
 - b. Recklessly causes another person to suffer bodily injury or death.

Assault is defined in part by Texas Penal Code §22.01(a)(1) as intentionally, knowingly, or recklessly causing bodily injury to another; §22.01(a)(2) as intentionally or knowingly threatening another with imminent bodily injury; and §22.01(a)(3) as intentionally or knowingly causing physical contact with another that can reasonably be regarded as offensive or provocative.

Bullying is 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 a school district's board of trustees or the board's designee determines that the behavior:

1. 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
2. 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:

1. Exploits an imbalance of power between the student perpetrator who is engaging in bullying and the student victim through written or verbal expression or physical conduct; and
2. Interferes with a student's education or substantially disrupts the operation of a school.

Chemical dispensing device is a device designed, made, or adapted for the purpose of causing an adverse psychological or physiological effect on a human being. A small chemical dispenser sold commercially for personal protection is not in this category.

Club is an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death. A blackjack, mace, and tomahawk are in the same category.

Criminal street gang is three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of criminal activities.

Cyberbullying is the use of any electronic communication device to engage in bullying or intimidation.

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 another 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, as defined by Section 71.0021 of the Family Code.

Deadly conduct occurs when a person recklessly engages in conduct that places another in imminent danger of serious bodily injury, such as knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

Deferred adjudication is an alternative to seeking a conviction in court that may be offered to a juvenile for delinquent conduct or conduct indicating a need for supervision.

Deferred prosecution may be offered to a juvenile as an alternative to seeking a conviction in court for delinquent conduct or conduct indicating a need for supervision.

Delinquent conduct is conduct that violates either state or federal law and is punishable by imprisonment or confinement in jail. It includes conduct that violates certain juvenile court orders, including probation orders, but does not include violations of traffic laws.

Discretionary means that something is left to or regulated by a local decision maker.

E-cigarette means an electronic cigarette or any other device that simulates smoking by using a mechanical heating element, battery, or electronic circuit to deliver nicotine or other substances to the individual inhaling from the device. The term includes any device that is manufactured, distributed, or sold as an e-cigarette, e-cigar, or e-pipe or under another product name or description and a component, part, or accessory for the device, regardless of whether the component, part, or accessory is sold separately from the device.

Explosive weapon is any explosive or incendiary bomb, grenade, rocket, or mine and its delivery mechanism that is designed, made, or adapted for the purpose of inflicting serious bodily injury, death, or substantial property damage, or for the principal purpose of causing such a loud report as to cause undue public alarm or terror.

False alarm or report occurs when a person knowingly initiates, communicates, or circulates a report of a present, past, or future bombing, fire, offense, or other emergency that he or she knows is false or baseless and that would ordinarily:

1. Cause action by an official or volunteer agency organized to deal with emergencies;
2. Place a person in fear of imminent serious bodily injury; or
3. Prevent or interrupt the occupation of a building, room, or place of assembly.

Firearm is defined by federal law (18 U.S.C. § 921(a)) as:

1. Any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive;
2. The frame or receiver of any such weapon;
3. Any firearm muffler or firearm weapon; or
4. Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.

Such term does not include an antique firearm.

Firearm silencer means any device designed, made, or adapted to muffle the report of a firearm.

Graffiti are markings with paint, an indelible pen or marker, or an etching or engraving device on tangible property without the effective consent of the owner. The markings may include inscriptions, slogans, drawings, or paintings.

Handgun is defined by Texas Penal Code 46.01(5) as any firearm that is designed, made, or adapted to be fired with one hand.

Harassment is:

1. Conduct that meets the definition established in district policies DIA(LOCAL) and FFH(LOCAL); or
2. Conduct that threatens to cause harm or bodily injury to another person, including a district student, employee, board member, or volunteer; is sexually intimidating; causes physical damage to the property of another student; subjects another student to physical confinement or restraint; or maliciously and substantially harms another student's physical or emotional health or safety.

Hazing is an intentional or reckless act, on or off campus, by one person alone or acting with others, that endangers the mental or physical health or safety of a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in an organization.

Hit list is a list of people targeted to be harmed, using a firearm, a knife, or any other object to be used with intent to cause bodily harm.

Illegal knife is defined by Texas Penal Code 46.01(6) as a

1. Knife with a blade of over five and one-half inches;
2. Hand instrument designed to cut or stab another by being thrown;
3. Dagger, including, but not limited to, a dirk, stiletto, or poniard;
4. Bowie knife;
5. Sword; or
6. Spear.

Knuckles are any instrument consisting of finger rings or guards made of a hard substance and designed or adapted for inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

Machine gun is any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

Mandatory means that something is obligatory or required because of an authority.

Paraphernalia are devices that can be used for inhaling, ingesting, injecting, or otherwise introducing a controlled substance into a human body.

Possession means to have an item on one's person or in one's personal property, including, but not limited to, clothing, purse, or backpack; a private vehicle used for transportation to or from school or school-related activities, including, but not limited, to an automobile, truck, motorcycle, or bicycle; telecommunications or electronic devices; or any other school property used by the student, including, but not limited to, a locker or desk.

Prohibited weapon under Texas Penal Code 46.05(a) means

1. An explosive weapon;
2. A machine gun;
3. A short-barrel firearm or firearm silencer, unless registered with the U.S. Bureau of Alcohol, Tobacco, Firearms, and Explosives or classified as a curio or relic by the U.S. Department of Justice;
4. Knuckles;
5. Armor-piercing ammunition;
6. A chemical dispensing device;
7. A zip gun; or
8. A tire deflation device.

Public school fraternity, sorority, secret society, or gang means an organization composed wholly or in part of students that seeks to perpetuate itself by taking additional members from the students enrolled in school based on a decision of its membership rather than on the free choice of a qualified student. Educational organizations listed in Section 37.121(d) of the Education Code are excepted from this definition.

Reasonable belief is a determination made by the superintendent or designee using all available information, including the information furnished under Article 15.27 of the Code of Criminal Procedure.

Self-defense is the use of force against another to the degree a person reasonably believes the force is immediately necessary to protect himself or herself.

Serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or
4. Conduct that constitutes the offense of:
 - a. Public lewdness under Section 21.07, Penal Code;
 - b. Indecent exposure under Section 21.08; Penal Code;
 - c. Criminal mischief under Section 28.03, Penal Code;
 - d. Personal hazing under Section 37.152; or
 - e. Harassment under Section 42.07(a)(1), Penal Code, of a student or district employee.

Serious or persistent misbehavior includes, but is not limited to:

- Behavior that is grounds for permissible expulsion or mandatory DAEP placement.
- Behavior identified by the district as grounds for discretionary DAEP placement.
- Actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Refusal to attempt or complete school work as assigned.
- Insubordination.
- Profanity, vulgar language, or obscene gestures.
- Leaving school grounds without permission.
- Falsification of records, passes, or other school-related documents.
- Refusal to accept discipline assigned by the teacher or principal.

Short-barrel firearm is a rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun that, as altered, has an overall length of less than 26 inches.

Terroristic threat is a threat of violence to any person or property with intent to:

1. Cause a reaction of any type by an official or volunteer agency organized to deal with emergencies;
2. Place any person in fear of imminent serious bodily injury;
3. Prevent or interrupt the occupation or use of a building; room, place of assembly, or place to which the public has access; place of employment or occupation; aircraft, automobile, or other form of conveyance; or other public place;
4. Cause impairment or interruption of public communications; public transportation; public water, gas, or power supply; or other public service;
5. Place the public or a substantial group of the public in fear of serious bodily injury; or
6. Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the district).

Tire deflation device is defined in part by Section 46.01 of the Penal Code as a device, including a caltrop or spike strip, that, when driven over, impedes or stops the movement of a wheeled vehicle by puncturing one or more of the vehicle's tires.

Title 5 offenses are those crimes listed in Title 5 of the Texas Penal Code that involve injury to a person and may include:

- Murder;
- Kidnapping;
- Trafficking of persons;
- Smuggling or continuous smuggling of persons;
- Assault;
- Aggravated assault;
- Sexual assault;
- Aggravated sexual assault;
- Unlawful restraint;
- Voyeurism;
- Indecency with a child;
- Invasive visual recording;
- Disclosure or promotion of intimate visual material;
- Injury to a child, an elderly person, or a disabled person of any age;
- Abandoning or endangering a child;
- Deadly conduct;
- Terroristic threat;

- Aiding a person to commit suicide; and
- Tampering with a consumer product.

[See FOC(EXHIBIT).]

Under the influence means lacking the normal use of mental or physical faculties. Impairment of a person's physical or mental faculties may be evidenced by a pattern of abnormal or erratic behavior, the presence of physical symptoms of drug or alcohol use, or by admission. A student "under the influence" need not be legally intoxicated to trigger disciplinary action.

Use means voluntarily introducing into one's body, by any means, a prohibited substance.

Zip gun is a device or combination of devices, not originally a firearm, but adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.

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INSURANCE AND ANNUITIES MANAGEMENT
HEALTH AND LIFE INSURANCE

CRD
(LOCAL)

DISTRICT
CONTRIBUTION

The Board annually shall determine the District's contribution to employee health insurance premiums as part of the budget development and adoption process.

CONTINUATION
COVERAGE

The District shall continue its contribution toward the cost of the employee's group health insurance coverage while the employee is on paid leave or, if applicable, while the employee is on family and medical leave. [See DEC]

The District shall not otherwise expend public funds for group health insurance coverage of an employee who is not on paid leave status. However, an employee who is not on paid leave status or FMLA leave shall be allowed to continue group health insurance coverage, at his or her own expense, for the period specified in the District's group health insurance plan.

Provider	Coverage	Year	Month
District	All Employees	1800.00	150.00
State-Included in Foundation Funds	All Employees	900.00	75.00
District Supplemental	Teachers, Librarian, Counselors, Full Time	500.00	41.66
District Supplemental	Part-Time	750.00	62.50

DATE ISSUED: 8/5/2014
UPDATE 100
CRD(LOCAL)-A

ADOPTED:

1 of 1



INTERLOCAL AGREEMENT



Education Service Center Region 20, TEXAS 20 Purchasing Cooperative

Organization: Lexington ISD

County/District Number: 00725

General Provisions

This Interlocal Agreement is entered into by and between the Contracting Parties shown below pursuant to authority granted in and in compliance with the *Inter-local Cooperation Act, Chapter 791, Texas Government Code*. Agreement between TEXAS 20 Purchasing Cooperative and members choosing to participate in processing of USDA Foods and/or Commercial Purchasing:

TEXAS 20 Purchasing Cooperative and member agree on building an effective advisory group that can provide support to the TEXAS 20 Purchasing Cooperative team. Education Service Center Region 20, TEXAS 20 Purchasing Cooperative is a non-profit agency.

TEXAS 20 Purchasing Cooperative member agrees to comply with all requirements for receiving, handling, distributing, transporting, storing, and/or using USDA Processed Foods as provided in the TDA policy handbooks, and USDA regulations and instructions, including requirements relating to dry, chilled and frozen product received directly from USDA/TDA approved and TEXAS 20 Purchasing Cooperative awarded processors.

TEXAS 20 Purchasing Cooperative member agrees to effectively manage entitlement dedicated in TDA's electronic system to Commodity Processing and coordinate with the Co-op Coordinator the use of commodity processing balances on a timely basis.

TEXAS 20 Purchasing Cooperative member agrees on a regular basis, to track and manage USDA Foods processing inventory balances in processor's tracking system (e.g., K12, ProcessorLink, etc.); verify for accuracy end products sold through a distributor, including commodity value discounts and pounds used; verify processing option(s); delivery destination; and assigned distributor.

TEXAS 20 Purchasing Cooperative member agrees to verify receipt of end products delivered by the state contracted warehouse, awarded vendors, distributors and manufacturers, back door deliveries or directly to the direct to district warehouse to ensure:

1. End products received match delivery order form
2. End products received match bill of lading prior to signing delivery invoice
3. Damaged cases are not accepted; note damages on the bill of lading and return to driver
4. Report to processing co-op coordinator any issues and/or concerns with USDA Food processing and commercial purchasing products and services. TDA will be notified if applicable.

TEXAS 20 Purchasing Cooperative member agrees to communicate with the Co-op coordinator and USDA approved commodity processor regarding commodity pound transfers, within the co-op, to the same awarded processor. Members must provide justification when requesting to transfer pounds to a different processor through TEXAS 20 Purchasing Cooperative for evaluation to determine if notification meets requirement for TDA approval or denial.

TEXAS 20 Purchasing Cooperative member agrees to utilize processing pounds in a timely manner and comply with federal regulations to not exceed a six-month inventory supply.

TEXAS 20 Purchasing Cooperative and member ensure all initiated request for proposals follow the State and Federal procurement regulations and requirements, which include commodity processing and commercial purchasing.



INTERLOCAL AGREEMENT



Education Service Center Region 20, TEXAS 20 Purchasing Cooperative

Organization: Lexington ISD

County/District Number: 00725

TEXAS 20 Purchasing Cooperative will provide members with procurement timeline schedule. Member agrees to meet all TEXAS 20 Purchasing Cooperative deadlines.

TEXAS 20 Purchasing Cooperative maintains procurement information, files and records for the purpose of ensuring the availability of documentation and compliance with established policies and regulatory guidelines. TEXAS 20 Purchasing Cooperative website provides a source of communication and resources for members. TEXAS 20 Cooperative team provides technical assistance to maximize resources.

TEXAS 20 Purchasing Cooperative member agrees to provide TEXAS 20 Co-op team the description of items and accurate quantity projections to ensure solicitation integrity; which includes commodity processing and commercial purchasing.

TEXAS 20 Purchasing Cooperative will conduct ongoing analysis of velocity reports comparing the estimated quantity provided to the distributor/vendor/manufacturer to the actual quantity of product purchased; which includes commodity processing and commercial purchasing.

TEXAS 20 Purchasing Cooperative shall send request for proposal invitations to all approved USDA/TDA processors. Those processors submitting the RFP by opening deadline and having completed the processing agreements with TDA will be considered. The Co-op Coordinator will negotiate pricing to designate award/non-award processors.

TEXAS 20 Purchasing Cooperative shall enter awarded processing request into TDA's electronic system (e.g. TX-UNPS, etc.) by required TDA deadline. When ordering for a new school year, TEXAS 20 Co-op member will project June carryover balance to avoid ordering excess pounds for the school year.

TEXAS 20 Purchasing Cooperative member- Direct Ship Schools only: Update TDA's electronic system (e.g. TX-UNPS, etc.) with receipt information for end products delivered directly by awarded processors. (TDA designates the Direct Ship Schools that meet required guidelines.)

TEXAS 20 Purchasing Cooperative member agrees to submit in writing the request approval to use the Direct to District option. Schools that wish to receive end product deliveries by-passing their assigned commodity warehouse and/or their assigned distributor utilizing NOI, must obtain approval, known as "Direct to District". The Direct to District option is approved by a co-op coordinator, not the State. The co-op coordinator will verify that a requesting school can meet minimum case drop loads from a processor and have a designated receiving area authorized to properly accept deliveries. If the co-op coordinator approves this option, then they, along with the school, accept the responsibility in verifying deliveries, reconciling drawdowns, resolving issues with shorts, overages, and damages, and any other issues that may arise directly with the processor. Direct to District deliveries do not require Inbound Shipments to be created into TDA's electronic system (e.g. TX-UNPS, etc.).

TEXAS 20 Purchasing Cooperative member is expected to honor all contracts and is obligated to purchase the products and or services listed on the contract from the awarded contractor. The member cannot buy these items from another vendor unless the quantity described in the contract has been exhausted, or the contract has been legally terminated. When the quantity is exhausted or the contract has



INTERLOCAL AGREEMENT



Education Service Center Region 20, TEXAS 20 Purchasing Cooperative

Organization: Lexington ISD

County/District Number: 00725

been legally terminated, the member must correctly procure the products and/or services through a new solicitation. Timely payments must be made to vendors who receive proposal awards.

Authorization

By execution and delivery of this Agreement, the undersigned individuals warrant that they have been duly authorized by all requisite administrative action required to enter into and perform the terms of this Agreement.

School District or Public Entity

Education Service Center, Region 20

By BAL
Authorized Signature

By _____
Authorized Signature

SUPERINTENDENT OF SCHOOLS
Title

Executive Director
Title

05/18/2016
Date

Date

Kathy Lamb
Contact Person

Telephone

Child Nutrition Director
Title of Contact Person

Email Address

8731 N Hwy 77
Street Address

Lexington, Texas 78947
City, State ZIP

CONTRACT PROPOSALS
2016-2017

REGION XX, EDUCATION SERVICE CENTER:

Texas 20 Purchasing Cooperative (Food)	No Fee
(Commodity)	No Fee

Drug & Alcohol Consortium \$35.00/\$62.00

REGION XIII, EDUCATION SERVICE CENTER:

Business Management Cooperative	\$ 1,500.00
Career & Technical Ed Shared Services Agreement	\$ 2,500.00
TEKS Resource	\$ 6,980.00
Curriculum Council Network	\$ 775.00
Discovery Education Streaming Video	\$ 3,550.00
DMAC	\$ 7,161.60
Homeless Education Coop	\$ 450.00
Title I, Part C, Carl D Perkins Career & Technical Ed Act	Entitlement
Title III, English Language Acquisition, Language Enhancement	No Fee
TxEIS (Student, Finance, Human Resources Software)	\$ 28,000.00
PEIMS Cooperative	

Budget Workshop

JULY 18, 2016

Budget Planning Goals For 2016-17

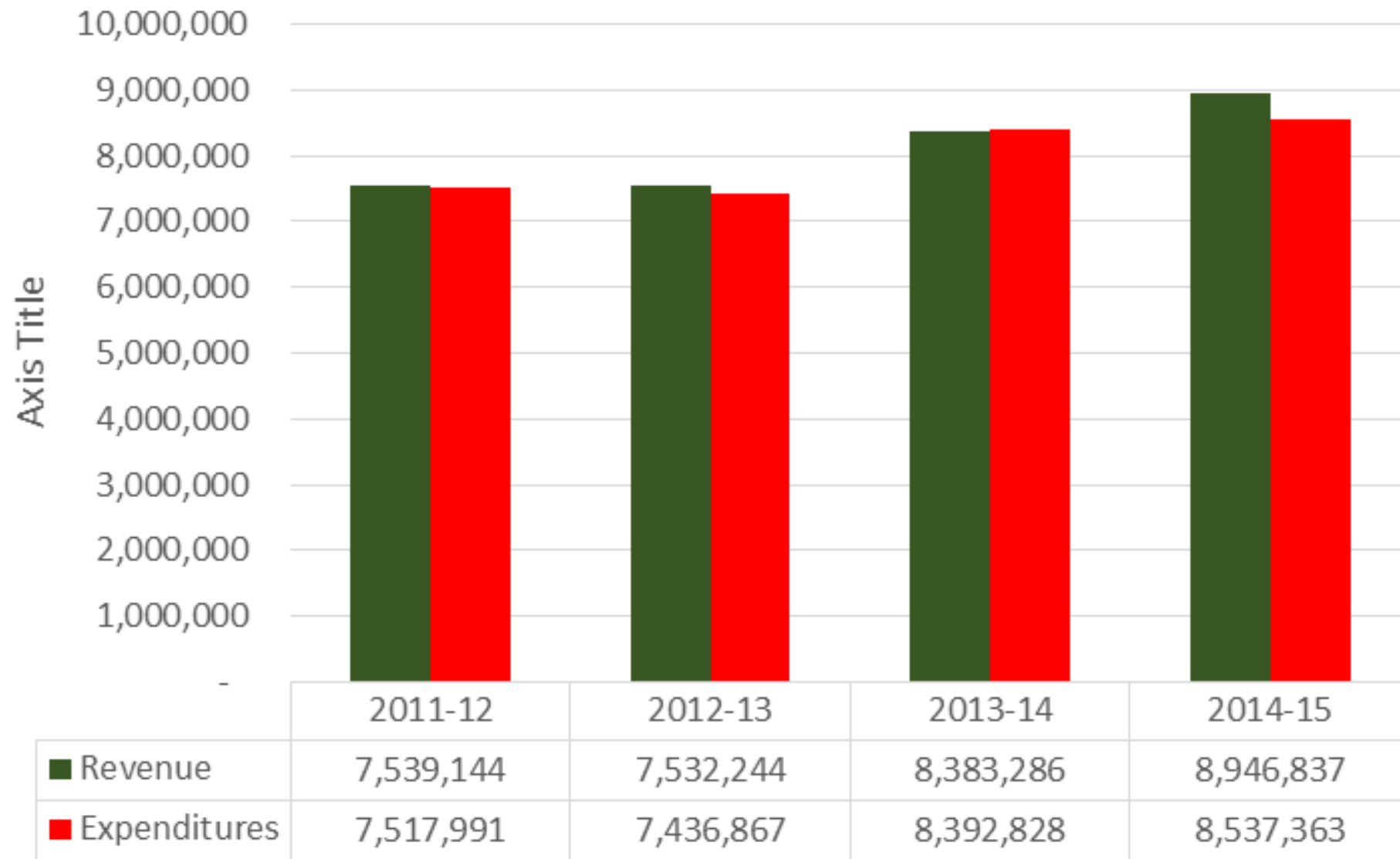
- Develop the budget so “All students at LISD will be prepared to thrive in the future they create and become dynamic contributors to an ever-changing, global community.
- Budget for compliance: Vocational, Special Education, Compensatory Ed.
- Increase dollar amounts of pay steps for all staff
- Continue to maintain 1:1 IPAD Ratio in Middle School and High School
- Provide professional learning support for teachers

2016 Planning Calendar	
Lexington Independent School District	
Monday, April 03, 2016	Chief appraisers send notices of appraised value on single family residences by this date or as soon thereafter as practicable
Monday, May 01, 2016	Chief appraisers send notices of appraised value on all other property by this date or as soon thereafter as practicable.
Friday May 1, 2016	Chief appraisers prepare and certify the estimate of the taxable value of property in counties, cities and school districts to tax assessors.
Wednesday, July 20, 2016	Appraisal review boards approve the appraisal records. This date may extend to Aug. 30 for certain larger counties.
Monday, July 25, 2016	Chief appraisers certify the approved appraisal roll to the taxing units.
Monday, July 18, 2016	Meeting of school board to decide on public meeting date on budget and proposed tax rate that will be published in the notice for the public meeting.

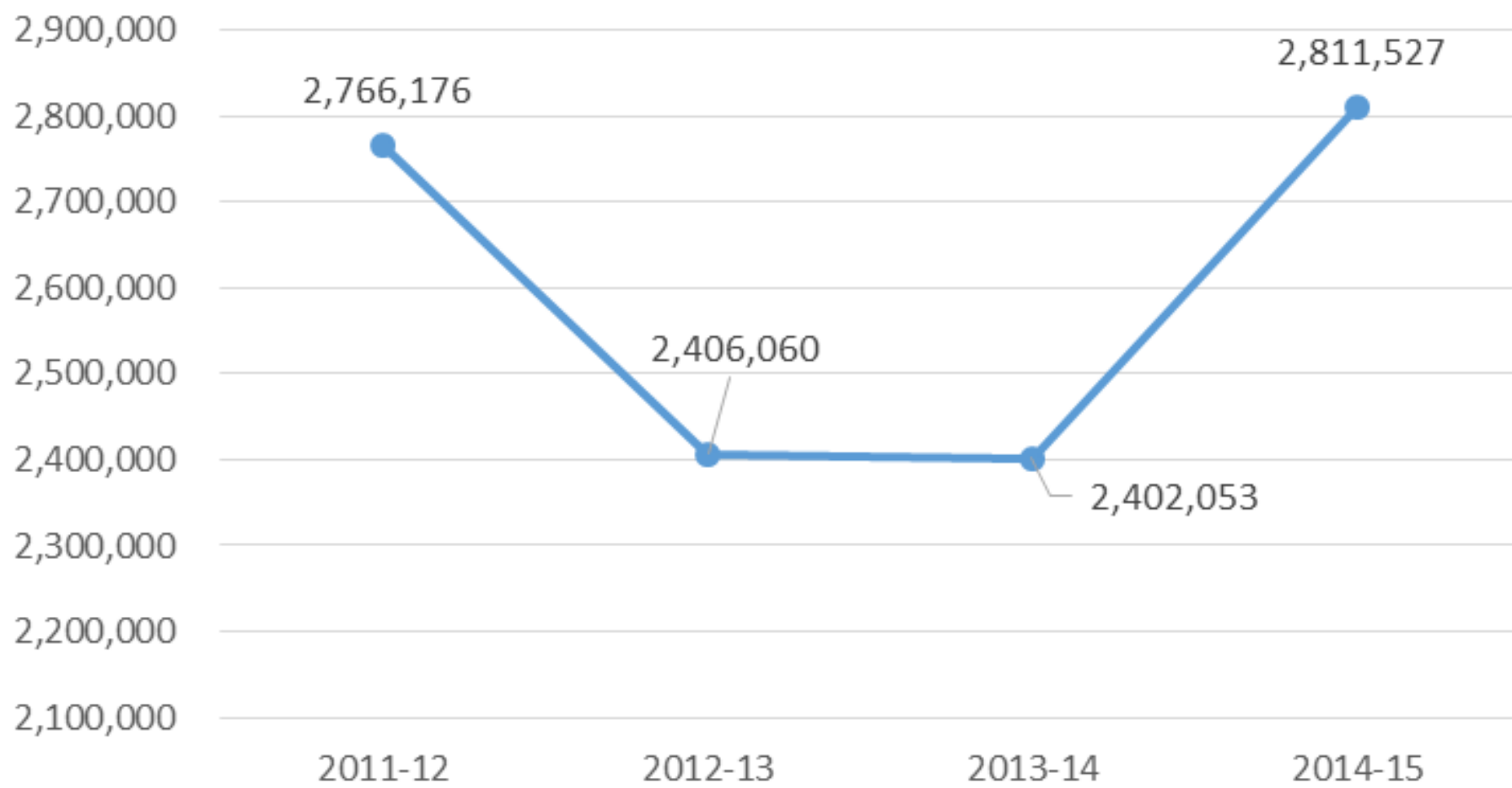
2016 Planning Calendar Continued

Lexington Independent School District

Decide on Dates	72-hour notice for public meeting (Open Meetings Notice).
	Public meeting on budget and proposed tax rate. School board may adopt budget and tax rate after the public meeting. Or, the board may adopt the budget and wait to adopt the tax rate. <u>If the board waits to adopt the tax rate, continue with the next step.</u>
	72-hour notice for meeting at which governing body will adopt tax rate (Open Meetings Notice).
	Meeting to adopt tax rate. School districts subject to an equalized wealth notice must wait to adopt a tax rate until the commissioner of education certifies that the wealth is equalized [Education Code Section 41.004(c)]. School district must adopt tax rate by Sept. 29 or 60 days after receiving certified appraisal roll, whichever date is later.

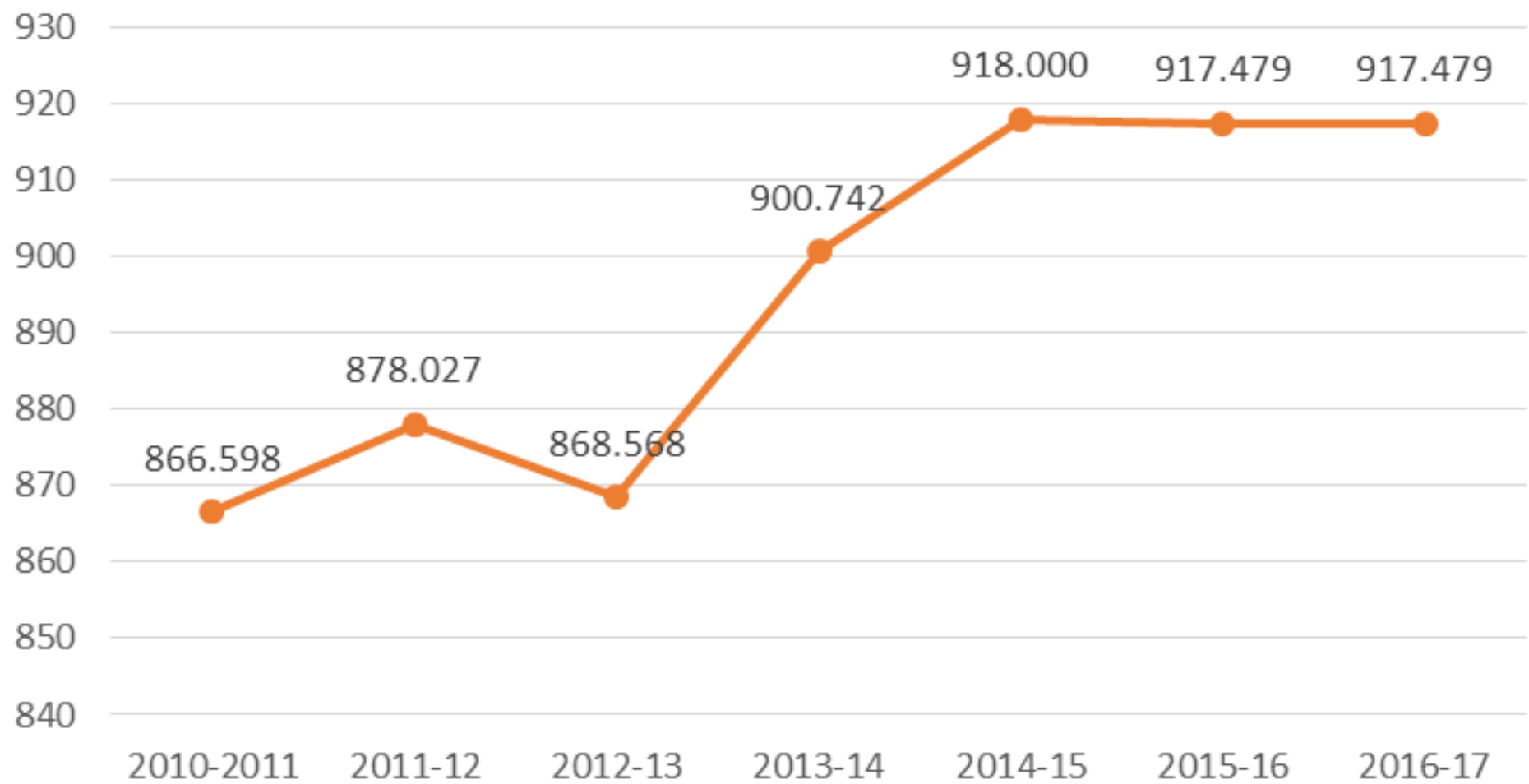


Fund Balance



	Payroll	Contracted Services	Supplies	Misc Op	Debt Service	Other Uses	Totals
Instructional	49.9038%	1.8393%	2.5299%	0.2585%			54.5316%
12-Library	1.7071%	0.0268%	0.2430%	0.0117%			1.9886%
13-Staff Development	0.0000%	0.2427%	0.0000%	0.2454%			0.4881%
21-Instructional Leadership	0.9702%	0.3351%	0.0157%	0.0348%			1.3558%
23-Principals	5.1373%	0.0000%	0.0682%	0.1037%			5.3093%
31-Guidance & Counseling	2.8340%	0.1195%	3.3469%	0.0117%			6.3121%
33-Health Services	0.6981%	0.0017%	0.0291%	0.0053%			0.7343%
34-Pupil Transportation	2.8262%	0.1422%	1.3055%	-0.6256%			3.6483%
36-Co/Extra Curricular	3.2803%	0.7646%	0.7308%	1.8661%			6.6418%
41-Central Office	3.1922%	0.9935%	0.1364%	0.5043%			4.8264%
51-Maintenance	4.2171%	4.9749%	1.7426%	0.4050%			11.3396%
52-Security	0.0000%	0.1643%	0.1340%	0.0000%	0.0000%		0.2984%
53-Data Processing	1.4554%	0.5886%	0.1696%	0.0431%	0.0000%		2.2568%
61-Wee Eagles	0.2518%	0.0000%	0.0000%	0.0000%	0.0000%		0.2518%
71-Debt Service					0.19%		0.1865%
81 - Construction							0.0000%
99 -Appraisal		1.6318%					1.6318%
Totals	76.4736%	11.8252%	10.4518%	2.8640%	0.1865%		

ADA



Budget Based On Same ADA as 15-16

	14-15	15-16	16-17
Refined Average Daily Attendance (ADA)	918.00	917.48	917.48
Regular Program ADA	828.49	823.81	823.81
Special Education FTEs	15.61	15.45	15.45
Career & Technology FTEs	73.91	78.21	78.21
High School ADA	255.95	254.26	254.26
Weighted ADA (WADA)	1362.3	1362.178	1362.2

16-17 Highlights

- Step Plus 1% increase for all employees
- Old HVAC Loan is Paid \$103,000
- New Loan - \$16,000
- Vehicle Budget
 - Purchase another Suburban for small groups
 - Purchase pickup to pull football or band trailer
 - Allow 1989 truck to retire
- Salary Study – Contract with TASB
- Student Software
 - iLEARN - Math
 - TURNITIN-Technology to Improve Student Writing
 - APEX-Credit Recovery
 - Achieve 3000 - Literacy

Lexington ISD PROPOSED BUDGET

2016-2017

14-Jul-16

REVENUE				Description	Payroll	Contracted Services	Supplies	Misc Operating	Debt Services	Other Uses	Totals
GENERAL FUND	BUDGET										
5711	Taxes, Local Current	\$3,957,600.00	199 6	11-Instruction	\$4,281,436.00	\$157,804.00	\$217,051.00	\$22,180.00			\$4,678,471.00
5712	Taxes, Local Prior Year	\$70,000.00									
			199 6	12-Library	\$146,462.00	\$2,300.00	\$20,850.00	\$1,000.00			\$170,612.00
58xx	State Revenue	\$3,918,465.00									
			199 6	13-Staff Development	\$0.00	\$20,825.00		\$21,050.00			\$41,875.00
			199 6	21-Instructional Leadership	\$83,238.00	\$28,750.00	\$1,350.00	\$2,985.00			\$116,323.00
	TRS On-Behalf Payments	\$393,083.00									
			199 6	23-Principals	\$440,751.00	\$0.00	\$5,850.00	\$8,900.00			\$455,501.00
	Tax Penalties	\$30,000.00									
			199 6	31-Guidance & Counseling	\$261,863.00	\$1,100.00	\$2,300.00	\$1,750.00			\$267,013.00
			199 6	33-Health Services	\$59,891.00	\$150.00	\$2,500.00	\$455.00			\$62,996.00
	Interest	\$15,000.00									
			199 6	34-Pupil Transportation	\$242,472.00	\$12,200.00	\$112,000.00	-\$53,670.00		\$80,000.00	\$393,002.00
	Misc Revenue	\$10,000.00									
			199 6	36-Co/Extra Curricular	\$281,427.00	\$65,600.00	\$62,700.00	\$160,098.00			\$569,825.00
	Athletic Gate	\$36,250.00									
			199 6	41-Central Office	\$273,871.00	\$85,237.00	\$11,700.00	\$43,265.00			\$414,073.00
	Medicaid Reimbursements	\$100,000.00									
			199 6	51-Maintenance	\$361,803.00	\$426,815.00	\$149,500.00	\$34,750.00		\$40,000.00	\$1,012,868.00
	Wee Eagles	\$20,000.00									
			199 6	52-Security		\$14,100.00	\$11,500.00	\$0.00			\$25,600.00
	Lehman Foundation										
			199 6	53-Data Processing	\$124,868.00	\$50,500.00	\$14,550.00	\$3,700.00			\$193,618.00
	Erate	\$28,980.00									
			199 6	61-Wee Eagles	\$21,601.00						\$21,601.00
			199 6	71-Debt Service					\$16,000.00		\$16,000.00
									SECO HVAC Loan		
			199 6	81 - Construction							
			199 6	99 -Appraisal		\$140,000.00					\$140,000.00
	Fund 199	\$8,579,378.00			\$6,579,683.00	\$1,005,381.00	\$611,851.00	\$246,463.00	\$16,000.00	\$120,000.00	\$8,579,378.00
Cafeteria			240 4	35-Food Service	\$243,143.00	\$10,250.00	\$287,147.00	\$1,000.00			\$541,540.00
Debt Service			599 4	71-Debt Service			\$3,500.00		\$623,600.00		\$627,100.00
Totals					\$6,822,826.00	\$1,015,631.00	\$902,498.00	\$247,463.00	\$639,600.00	\$120,000.00	\$9,748,018.00

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Lexington ISD PROPOSED BUDGET

2016-2017

12-Jul-16

	Description	Payroll	Contracted Services	Supplies	Misc Operating	Debt Services	Other Uses	Totals
199 7	11-Instruction	\$4,281,436.00	\$157,804.00	\$217,051.00	\$22,180.00			\$4,678,471.00
	15-16	\$4,211,870.00	\$174,915.00	\$215,440.00	\$25,205.00			\$4,627,430.00
		\$69,566.00	-\$17,111.00	\$1,611.00	-\$3,025.00			\$51,041.00
199 7	12-Library	\$146,462.00	\$2,300.00	\$20,850.00	\$1,000.00			\$170,612.00
		\$143,831.00	\$2,300.00	\$20,850.00	\$1,000.00			\$167,981.00
		\$2,631.00	\$0.00	\$0.00	\$0.00			\$2,631.00
199 7	13-Staff Development	\$0.00	\$20,825.00	\$0.00	\$21,050.00			\$41,875.00
		\$43,944.00	\$15,725.00	\$350.00	\$14,785.00			\$74,804.00
		-\$43,944.00	\$5,100.00	-\$350.00	\$6,265.00			-\$32,929.00
199 7	21-Instructional Leadership	\$83,238.00	\$28,750.00	\$1,350.00	\$2,985.00			\$116,323.00
		\$81,435.00	\$25,600.00	\$1,350.00	\$2,300.00			\$110,685.00
		\$1,803.00	\$3,150.00	\$0.00	\$685.00			\$5,638.00
199 7	23-Principals	\$440,751.00	\$0.00	\$5,850.00	\$8,900.00			\$455,501.00
		\$382,553.00	\$0.00	\$5,850.00	\$9,700.00			\$398,103.00
		\$58,198.00	\$0.00	\$0.00	-\$800.00			\$57,398.00
199 7	31-Guidance & Counseling	\$261,863.00	\$1,100.00	\$2,300.00	\$1,750.00			\$267,013.00
		\$257,194.00	\$1,100.00	\$3,050.00	\$2,150.00			\$263,494.00
		\$4,669.00	\$0.00	-\$750.00	-\$400.00			\$3,519.00
199 7	33-Health Services	\$59,891.00	\$150.00	\$2,500.00	\$455.00			\$62,996.00
		\$60,665.00	\$150.00	\$1,620.00	\$455.00			\$62,890.00
		-\$774.00	\$0.00	\$880.00	\$0.00			\$106.00
199 7	34-Pupil Transportation	\$242,472.00	\$12,200.00	\$112,000.00	-\$53,670.00		\$80,000.00	\$393,002.00
		\$238,728.00	\$12,200.00	\$133,000.00	-\$71,590.00		\$85,000.00	\$397,338.00
		\$3,744.00	\$0.00	-\$21,000.00	\$17,920.00		-\$5,000.00	-\$4,336.00
199 7	36-Co/Extra Curricular	\$281,427.00	\$65,600.00	\$62,700.00	\$160,098.00			\$569,825.00
		\$263,431.00	\$59,790.00	\$65,750.00	\$172,293.00			\$561,264.00
		\$17,996.00	\$5,810.00	-\$3,050.00	-\$12,195.00			\$8,561.00
199 7	41-Central Office	\$273,871.00	\$85,237.00	\$11,700.00	\$43,265.00			\$414,073.00
		\$320,511.00	\$60,662.00	\$13,530.00	\$33,265.00			\$427,968.00
		-\$46,640.00	\$24,575.00	-\$1,830.00	\$10,000.00			-\$13,895.00
199 7	51-Maintenance	\$361,803.00	\$426,815.00	\$149,500.00	\$34,750.00		\$40,000.00	\$1,012,868.00
		\$348,168.00	\$385,615.00	\$143,500.00	\$41,750.00		\$0.00	\$919,033.00
		\$13,635.00	\$41,200.00	\$6,000.00	-\$7,000.00			\$93,835.00
199 7	52-Security		\$14,100.00	\$11,500.00	\$0.00			\$25,600.00
			\$20,100.00	\$12,000.00	\$1,000.00			\$33,100.00
		\$0.00	-\$6,000.00	-\$500.00	-\$1,000.00			-\$7,500.00
199 7	53-Data Processing	\$124,868.00	\$50,500.00	\$14,550.00	\$3,700.00			\$193,618.00
		\$119,714.00	\$58,209.00	\$14,550.00	\$3,700.00			\$196,173.00
		\$5,154.00	-\$7,709.00	\$0.00	\$0.00			-\$2,555.00
199 7	61-Wee Eagles	\$21,601.00						\$21,601.00
		\$20,800.00						\$20,800.00
		\$801.00						\$801.00
199 7	71-Debt Service			SECO HVAC Loan		\$16,000.00		\$16,000.00
						\$103,000.00		\$103,000.00
						-\$87,000.00		-\$87,000.00
199 7	81 - Construction							
199 7	99 -Appraisal		\$140,000.00					\$140,000.00
			\$135,000.00					\$135,000.00
			\$5,000.00					\$5,000.00
Totals						Proposed 16-17		\$8,579,378.00
						Original Budget 15-16		\$8,499,063.00
						Increase over 15-16 Original		\$80,315.00

204 7	35-Food Service	\$243,143.00	\$10,250.00	\$287,147.00	\$1,000.00			\$541,540.00
		\$251,473.00	\$10,250.00	\$287,147.00	\$1,000.00			\$549,870.00

599 7	71-Debt Service			\$3,500.00		\$623,600.00		\$627,100.00
				\$3,500.00		\$624,156.00		\$627,656.00

Lexington ISD Stipends
2016-17

Gatekeepers - per event	\$30.00

Concession	\$4,500.00

Subject Stipends	
Secondary Math	\$ 3,000.00
Secondary Science	\$ 3,000.00
ESL Certification	\$ 150.00
AG Science Teacher	\$ 3,000.00
Secondary Foreign Language	\$ 3,000.00
Sp Ed Teachers	\$ 1,000.00

Diagnostician	
Special Education	\$ 4,000.00

Counselor	
Each Campus	\$ 3,000.00

Band Director	
Head Band Director	\$ 6,500.00
Assistant Band Director	\$ 3,000.00

AP Coordinator	
- High School	\$ 250.00

Team Leaders/Department Heads	
Elem	\$ 750.00
Middle School	\$ 750.00
High School	\$ 750.00

Technology Stipend	
3 Each Campus	\$ 750.00

Yearbook	
High School	\$ 1,250.00

Cheerleader Sponsor	
High School	\$ 2,500.00
Middle School	\$ 1,000.00
Middle School Pep Squad	\$ 400.00

Athletic Coaching	
Girls Coordinator	\$ 1,500.00
Stipend	\$ 5,000.00
Tennis	\$ 500.00

UIL Academic Events & Organizations

High School	
UIL Coordinator	\$ 750.00
OAP Director	\$ 1,500.00
Assistant OAP Director	\$ 500.00
Debate	\$ 500.00
Robotics	\$ 500.00
UIL Coaches-Individual	\$150 to \$200
UIL Coaches-Team	\$ 200.00
Advancing	\$ 100.00
National Honor Society	\$ 500.00
Student Council	\$ 500.00

Vocational Organizations (BPA, TAFE, HOSA)	\$250 to \$500
Special Stipend	\$ 3,400.00
Testing Coordinator	\$ 1,000.00
TELPAS Liasion	\$ 100.00

Middle School	
UIL Coordinator	\$ 500.00
OAP Director	\$ 1,000.00
Assistant OAP Director	\$ 500.00
UIL Coaches-Individual	\$ 150.00
UIL Coaches-Team	\$ 200.00
National Honor Society	\$ 500.00
Student Council	\$ 500.00
Testing Coordinator	\$ 1,000.00
Robotics	\$ 500.00

Elementary	
UIL Coordinator	\$ 500.00
UIL Coaches-Individual	\$ 150.00
UIL Coaches-Team	\$ 200.00
GT/Tester/Coordinator	\$ 500.00
TELPAS Liasion	\$ 100.00
Testing Coordinator	\$ 1,000.00

EXTRA DUTY HOURLY PAY

		Hourly Rate
Summer School		
Teachers		\$25
Teaching Assistants		\$10
HS Credit Recovery		
Summer & After School		\$25
ASD Hall	\$	25.00
Homebound-After School	\$	25.00
Summer Weight Room		\$10.00

Lexington Independent School District
Classroom Teacher, Nurse (RN), Librarian, Counselor, Speech Therapist
2016-17

Proposed 2016-2017

467

Pay Step		No. of days		Teacher Scale	Step	Cost	1.00%						
							35,000		TRS		COST		
0		187		34,500									
1		187		35,535	1,035	7,245	355.00	35,890	1,390	179	1,211	9,730	
2		187		35,890	355	1,775	359.00	36,249	714	181	533	3,570	
3		187		36,246	356	3,560	362.00	36,608	718	183	535	7,180	
4		187		36,561	315	315	366.00	36,927	681	185	496	681	
5		187		36,876	315	945	369.00	37,245	684	186	498	2,052	
6		187		37,191	315	630	372.00	37,563	687	188	499	1,374	
7		187		37,506	315	1,890	375.00	37,881	690	189	501	4,140	
8		187		39,082	1,576	4,728	391.00	39,473	1,967	197	1,770	5,901	
9		187		39,713	631	631	397.00	40,110	1,028	201	827	1,028	
10		187		40,343	630	1,890	403.00	40,746	1,033	204	829	3,099	
11		187		40,973	630	1,260	410.00	41,383	1,040	207	833	2,080	
12		187		41,604	631	1,262	416.00	42,020	1,047	210	837	2,094	
13		187		42,549	945	2,835	425.00	42,974	1,370	215	1,155	4,110	
14		187		43,285	736	1,472	433.00	43,718	1,169	219	950	2,338	
15		187		44,020	735	5,145	440.00	44,460	1,175	222	953	8,225	
16		187		44,756	736	1,472	448.00	45,204	1,184	226	958	2,368	
17		187		45,491	735	735	455.00	45,946	1,190	230	960	1,190	
18		187		46,226	735	2,205	462.00	46,688	1,197	233	964	3,591	
19		187		46,962	736	-	470.00	47,432	1,206	237	969	-	
20		187		47,697	735	2,205	477.00	48,174	1,212	241	971	3,636	
21		187		48,433	736	1,472	484.00	48,917	1,220	245	975	2,440	
22		187		49,168	735	1,470	492.00	49,660	1,227	248	979	2,454	
23		187		49,904	736	-	499.00	50,403	1,235	252	983	-	
24		187		49,904	-	-	499.00	50,403	499	252	247	998	
25		187		49,904	-	-	499.00	50,403	499	252	247	499	
26		187		49,904	-	-	499.00	50,403	499	252	247	499	
27		187		49,904	-	-	499.00	50,403	499	252	247	-	
28		187		50,639	735	-	506.00	51,145	1,241	256	985	-	
29		187		50,639	-	-	506.00	51,145	506	256	250	506	
30		187		50,639	-	-	506.00	51,145	506	256	250	-	
31		187		50,639	-	-	506.00	51,145	506	256	250	1,012	
32		187		50,639	-	-	506.00	51,145	506	256	250	1,012	
33		187		51,374	735	735	514.00	51,888	1,249	259	990	1,249	
34		187		51,374	-	-	514.00	51,888	514	259	255	-	
35		187		51,374	-	-	514.00	51,888	514	259	255	1,028	
36		187		51,374	-	-	514.00	51,888	514	259	255	514	
37		187		51,374	-	-	514.00	51,888	514	259	255	514	
38		187		51,374	-	-	514.00	51,888	514	259	255	-	
39		187		51,374	-	-	514.00	51,888	514	259	255	-	
40		187		51,374	-	-	514.00	51,888	514	259	255	-	
41		187		51,374	-	-	514.00	51,888	514	259	255	-	
42		187		51,374	-	-	514.00	51,888	514	259	255	-	
						\$ 45,877.00							\$ 81,112.00
													\$ (45,877.00)
													\$ 35,235.00

PROPOSED POLICY

T-TESS

The District shall appraise teachers annually using the Texas Teacher Evaluation and Support System (T-TESS) in accordance with law and administrative regulations.

The Board shall approve a list of certified appraisers who can appraise a teacher in place of the teacher's supervisor.

PROPOSED POLICY

PRINCIPALS	The District shall appraise principals using the Texas Principal Evaluation and Support System (T-PESS) in accordance with law and administrative regulations.
OTHER CAMPUS ADMINISTRATORS	The appraisal system used for campus administrators other than principals shall be determined by each administrator's position and job responsibilities and shall consist of either a local appraisal system developed in accordance with law and administrative regulations or a modified version of the T-PESS.
FREQUENCY	District principals and other campus administrators shall be appraised annually.

Mrs. Kim Haas

Kim Haas graduated from Texas State University in 2004. She is certified EC-4 Generalist and Special Education EC-12. Mrs. Haas has taught Kindergarten at Giddings Elementary and First and Third Grades at Lexington Elementary. She has experience with other grade levels through homeschooling, tutoring, substituting, and teaching PE at St. Paul Lutheran School. Mrs. Haas will be a positive addition to our Elementary team.

Chance Willard – Coach/Teacher to replace Mike Brown

He holds a Bachelor of Science degree from Southern Nazarene University, Bethany, Oklahoma, in Sport Management. He has also earned his Masters of Science from SNU. He has begun an alternative certification program with Region 10. He is a native Texan from Rockwall (North Texas Dallas area). He is married and his wife is also a graduate of SNU. His experience includes teaching/coaching at a 3A private high school and coaching at a 6A high school both in Oklahoma. His background includes over two years of personal training and fitness coaching.

Ms. Tracy Morgan

Tracy Morgan graduated from Texas State University in 2015. She is certified EC-6 English as a Second Language Generalist. Ms. Morgan has taught third grade at Naomi Pasemann Elementary in Taylor, Texas. She also has experience substituting in grades K-12. We are very excited that Ms. Morgan will be working with the fifth grade team as a social studies and language arts teacher.

	HIGH SCHOOL						
ADUDEL	BRADFORD		Chemistry/Pre AP Chem/Physics				
ADUDEL	TRACIE		TEACHER'S AIDE/ ISS HS-MS				
ARENTZ	SHANNON		College Pre AP ELA/Biology				
BAYER	ANNA		COUNSELOR				
BRICKER	KATHARINE		CURRICULUM DIRECTOR				
DILLON	KATIE		TEACHER'S AIDE				
EDWARDS	ALYSSA		English II - Pre AP	Resigned eff 5/25/16	Heather Garrison replacing		
BROWN	MICHAEL		World Geography/ Coach	Moving to AG	Kevin Patschke replacing		
CHRISTIAN	NINA		Algebra IO/ Pre Calculus				
CLIFFORD	JUANITA		CASE MANAGEMENT SECRETARY				
CONWAY	JESSICA		English I/ III	Resigned eff 5/26	Courtney Nuckols replacing		
EICHLER	DONELL		Technology Application				
FAILS	PAMELA		SpED Math				
HANNIGAN	MARILYN		TEACHER'S AIDE				
HERRING	KENNETH		US History/Coach				
GARRISON	SARAH		PRINCIPAL				
GOERNER	DANA		LOTE Spanish I & II				
HENGST	JEANNE		Journalism/AP English III/ English IV				
HOELSCHER	LISA		Ag	Resigned eff 6/5/16	Michael Brown replacing		
HOLMAN	BRECK		World History/ Coach				
ISELT	SHERRI		PEIMS C00RDINATOR				
KOESTER	CHRISTOPHER		Government/Economics/Coach				
KRENEK	DAVID		Career Prep I & II/ Welding	Resigned eff 6/3/16	Rusty Mertink replacing		
KUTCHER	FREDERICK		BAND DIRECTOR				
LENOX	CHRISTY		TEACHER'S AIDE/ Permanent Sub				
MATSON	DANA		English I & II/Study Skills				
MEYER	KELLY		PRINCIPAL'S SECRETARY				
MILLER	BL		TXVSN				
MOHR	DAVID		Principles of Law/Law Enforcement I & II				
MOSTYN	BARBARA		DIAGNOSTICIAN				
MUHL	JOSEPH		ATHLETIC DIRECTOR				
NORMENT	KAREN		Algebra I & II/Pre-AP Alg II - Calculus				
OWEN	JILL		Food Science				
PATSCHKE	KAREN		NURSE'S AIDE				
PERRY	CHRISTY		COUNSELOR'S SECRETARY				
RICKETSON	TRACI		Health Science/ Medical EMT				
ROBERTSON	LAUREN		Health Education/ Coach				
SMITH	EMILY		Physics/ Pre- AP Physics				
WILLIAMS	MICHAEL		Geometry/Pre-AP Geometry-Calculus/Coach				
WILBURN	ALLISON		ADV Animal Science/Principle of Ag	Resigned eff 7/1/16	Jennifer Cross replacing		
WOODWARD	TINA		LIBRARIAN				
YOUNG	IAN		ASSISTANT BAND DIRECTOR				

	<u>MIDDLE SCHOOL</u>							
BOETTCHER	ASHLYN		8th Language Arts					
BRADEMAN	DENISE		Technology					
CARTER	KELLYE		Art	Resign as Coach eff 6/10	Katelyn Morgan as Coach/SPED			
CONWAY	DYLAN		PE/ Athletics/Coach	Resigned eff 5/26	Michael Hobbs replacing			
DODD	JACQUILIEN		Library Aide					
GARRISON	HEATHER		Advanced ELA	moving to HS	Donna Ross Replacing			
GOERNER	DON		7th Math					
GOFF	MARY		8th Science					
HALVORSON	HEATHER		Teachers Aide					
HAWLEY	CHRISTINA		MS Secretary					
HENGST	HEATHER		6th Science					
JACKSON	CYNTHIA		6th Language Arts					
KIMBALL	BRITTANI		8th Math/Coach					
LANSFORD	JENNIFER		6th Math					
MOHR	JENNIFER		7th Science					
MOSS	CONNIE		8th History					
PAUL	WILLIAM		Principal					
REYNOLDS	JOE		Theatre Arts					
ROSS	DONNA		7th Language Arts	Moving to H Garrison	Stacey Green Replacing			
SARGENT	MARY		SPED					
STRICKLAND	CORTNEY		Advanced Math					
VANN	SARAH		6th Social Studies/ Coach					
WARD	COURTNEY		7th HistoryCoach					
WEISER	CANDICE		Counselor					
WREN	KAREN		Instructional Aide					

	<u>ELEMENTARY</u>							
ANDERSON	STACI		Teacher - 4th					
BROCKENBUSH	ROBYN		Principal's Secretary					
BROWN	AMANDA		Teacher - 4th					
BROWN	LYNETTE		Principal					
BROWN	MICHELE		PPCD/ESL/SPED					
BROWN	VICTORIA		Teacher - 3rd					
BURNS	SHERRY		Teacher's Aide					
CAMPSEY	JENAH		Teacher - 2nd					
CLIFFORD	VANESSA		Teacher's Aide					
DOYLE	COURTNEY		Teacher - 2nd					
GRAVES	SHELBY		Teacher - 1st					
HARPER	KAREN		Teacher - 3rd					
HODGE	JOYCE		Teacher's Aide					
HORTON	HOLLY		SPED		Resigned eff	Recommending Kimberly Haas		
ISELT	LISA		Teacher's Aide					
ISELT	RONICA		Teacher - 4th					
JACKSON	DARLA		Teacher - 4th					
JOHNSON	DEBRA		Librarian					
KELLY	SARAH		Teacher - 1st					
KOCUREK	MARSHA		Speech Pathologist					
KOESTER	KAYLA		Counselor					
LERCHE	PATTI		Teacher - Kindergarten					
MAASS	MICHELLE		Teacher - Math					
MARBURGER	LOIS		Teacher - Kindergarten					
MASSEY	LINDA		Teacher - 3rd					
MCMANUS	CHRISTINE		Teacher - Fine Arts/GT					
MURRAY	NICOLE		Teacher - Kindergarten					
PAUL	RAKEL		Teacher - 5TH					
PATSCHKE	KEVIN		Teacher - PE		Moving to LHS	Recommending Chance Willard		
PELHAM	STEPHANNIE		Teacher - 3rd					
RAMSEY	HEATHER		Teacher - 1st					
ROBERTSON	BELINDA		Teacher - Reading					
ROSE	SUSAN		Teacher - 2nd		Resigned eff 6/6/16	Lori Morgan replacing		
ROSSON	MISTY		Teacher - 5th					
SALINAS	CHERYL		Teacher - Computer					
SANDIFER	LISA		Principal's Secretary		Resigned 5/26/16	Connie Woldridge replacing		
SCANTLIN	PATRICIA		Teacher's Aide					
SIEGMUND	HOPE		Nurse		Resigned eff 6/3/16	Sharon Bradford replacing		
SMITH	ELIZABETH		Teacher - 5th					
SPACEK	AMBER		Teacher - Reading					
SPARKS	VICKIE		Teacher - 5th		Resigned eff 7/6/16	Recommending Tracy Morgan		
SWARTZ	CHRISTOPHER		Teacher - Pre K					
SWEAT	KIMBERLY		Teacher - Kindergarten					
WILHITE	CORI		Wee Eagles					
WOLF	KENDRA		Teacher - 2nd					
WRINKLE	KAREN		Teacher - 1st					

August:

Consent Agenda

Minutes of Previous Meeting

Board Financial Report - Revenues and Expenditures

Budget Workshops

Conduct Budget Hearing

Adopt Budget

Ordinance to Set Tax Rate

Professional Development Appraisal System (PDAS) Appraisers and Calendar

September:

Consent Agenda

Minutes of Previous Meeting

Board Financial Report - Revenues and Expenditures

Designate a TASB Delegate

October:

Consent Agenda

Minutes of Previous Meeting

Board Financial Report - Revenues and Expenditures

Quarterly Investment Report

Public Hearing - FIRST

Board Training - *Team Building*

Nominate County Appraisal Districts' Board of Directors

Student Health Advisory Committee (SHAC)