



Lake Dallas ISD Secondary
Student Handbook
2020–21 School Year

Consolidated Parent Acknowledgement Forms 2020-21

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Acknowledgment of Electronic Distribution of Student Code of Conduct and Student Handbook

I understand that the Lake Dallas Independent School District Student Handbook and Student Code of Conduct for 2020-2021 are available at www.ldisd.net. I also understand that the handbook contains information that my child and I may need during the school year and that all students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the Student Code of Conduct. If I have any questions regarding this handbook or the Code of Conduct, I should direct those questions to the campus principal.

My child and I have been offered the option to receive a paper copy or to electronically access at www.ldisd.net the Lake Dallas Independent School District Student Handbook and the Student Code of Conduct for 2020-2021. I accept responsibility for accessing the Student Handbook and Code of Conduct by visiting the Web address listed above. I may request a paper copy from my child's campus.

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

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

Certain information about district students is considered directory information and will be released to anyone who follows the procedures for requesting the information unless the parent or guardian objects to the release of the directory information about the student.

This means that the district must give certain personal information (called "directory information") about your child to any person who requests it, unless you have told the district in writing not to do so. The district has designated the following information as directory information made available upon such request: student's name; honors and awards received; dates of attendance; grade level; most recent school previously attended; participation in officially recognized activities and sports; and weight and height, if a member of an athletic team.

In addition, you have the right to tell the district that it may, or may not; use certain personal information about your child for specific school-sponsored purposes. For school-sponsored purposes the district may use: student's name; telephone listing; photograph; date and place of birth; honors, and awards received; grade level; most recent school previously attended; participation in officially recognized activities and sports; weight and height of members of athletic teams; and enrollment status. (Used for yearbook, class picture, LDISD website pages, bulletin boards, student artwork and special projects.)

These options are available via the online registration form for new and returning students. You may also notify Lake Dallas ISD in writing of your objection to disclose directory information for either school-sponsored, non-school sponsored or both without your prior written consent. Such a note must be submitted to your student's campus before the first day of school or within the first ten days of enrollment if enrollment is after the start of the school year.

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Use of Student Work in District Publications

Occasionally, the Lake Dallas ISD wishes to display or publish student artwork or special projects on the district's Web site and in district publications. The district agrees to only use these student projects in this manner.

Parent: Please circle one of the choices below:

I, parent of _____ **(do give) (do not give)** the district permission to use my child's artwork or special project on the district's Web site and in district

Survey Consent/Opt-Out Form

The district is required by federal law to notify you and obtain your consent for or denial of (opt-out) your child's participation in certain school activities. The activities include any student survey, analysis, or evaluation, known as "protected information survey" that concerns one or more of the following eight areas: political affiliations or beliefs of the student or student's parents; mental or psychological problems of the student or student's family; sexual behavior or attitudes; illegal, antisocial, self-incriminating, or demeaning behavior; critical appraisals of others with whom the student has a close family relationship; legally recognized privileged relationships, such as with lawyers, doctors, or ministers; religious practices, affiliations, or beliefs of the student or parents; or income, other than as required by law to determine program eligibility or to receive financial assistance under such a program.

Following are activities requiring parental notice and consent or opt-out for the 2020-2021 school year. Please note that this notice and authority to consent transfers from the parent to the student when the student reaches 18 or is an emancipated minor under state law.

Date: Spring Semester 2021

Grades: 9-12

Activity: Safe and Drug Free Schools and Communities Survey

Summary: This is an anonymous survey that asks students questions regarding their knowledge and opinions of tobacco, alcohol and drug use.

You must sign this portion of the consent form to permit your child to participate in this survey.

Parent's Signature

If you wish to review any survey instrument or instructional material used in connection with any protected information survey, please submit a request to the campus principal. The principal will notify you of the time and place where you may review these materials. You have the right to review a survey and/or instructional materials before the survey is administered to your child.

Consolidated Parent Acknowledgement Forms

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

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

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

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

Corporal Punishment Opt-Out Form

I, parent of _____ (student's name), request that the district **not** administer corporal punishment to my child.

My child and I have reviewed the *LDISD Student Handbook* and *LDISD Student Code of Conduct* for 2020-2021, including the District Electronic Acceptable Use Policy. I understand that the handbook contains information that my child and I may need during the school year and that all students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the *Student Code of Conduct*.

Print Name of Student: _____

Signature of Student: _____

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

Please sign and date the Parent/Student Acknowledgement forms (3 pages), remove them from the handbook and return to the student's school.

Failure to sign and return this form does not exempt me/us from compliance with the laws, policies, rules and regulations of the State of Texas or of the Lake Dallas Independent School District.

Please note that if this form is not returned within the specified timeframe above, the district will assume that permission has been granted for the release of this information.

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Preface Parents and Students:

Welcome to the new school year!

Education is a team effort. Students, parents, teachers, and other staff members working together will make this a successful year.

The Lake Dallas ISD Student Handbook is a general reference guide that is divided into two sections:

Section One: Parental Rights describes certain parental rights as specified in state or federal law.

Section Two: Other Important Information for Parents and Students is organized alphabetically by topic. Where applicable, the topics are further organized by grade level.

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

The Student Handbook is designed to align with law, board-adopted policy, and the Student Code of Conduct, a board-adopted document intended to promote school safety and an atmosphere for learning. The Student Handbook is not meant to be a complete statement of all policies, procedures, or rules in any given circumstance.

In case of conflicts between board policy (including the Student Code of Conduct) and any Student Handbook provision, the district will follow board policy and the Student Code of Conduct.

Therefore, parents and students should become familiar with the Lake Dallas ISD Student Code of Conduct. To review the Code of Conduct, visit the district’s website at <https://www.ldisd.net/Domain/1580>. State law requires that the Code of Conduct be prominently displayed or made available for review at each campus.

The Student Handbook is updated annually; however, policy adoption and revisions may occur throughout the year. The district encourages parents to stay informed of proposed policy changes by attending board meetings and reviewing newsletter and other communications explaining changes in policy or other rules that affect Student Handbook provisions. The district reserves the right to modify the Student Handbook at any time. Notice of revisions will be provided as is reasonably practical.

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

A hard copy of either the Student Code of Conduct or Student Handbook can be requested at your child’s campus.

Note: References to board policy codes are included for ease of reference. The district’s official policy manual is available at <https://pol.tasb.org/Home/Index/392>.

The policy manual includes:

- Legally referenced (LEGAL) policies that contain provisions from federal and state laws and regulations, case law, and other legal authorities that provide the legal framework for school districts.

- Board-adopted (LOCAL) policies that articulate the board's choices and values regarding district practices.

For questions about the material in this handbook, please contact jperry@ldisd.net.

Complete and return to the student's campus the following forms (provided in the forms packet distributed at the beginning of the year or upon enrollment):

- Acknowledgment of Electronic Distribution of Student Handbook],
- Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information,
- Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education (if you choose to restrict the release of information to these entities), and
- Consent/Opt-Out Form for participation in third-party surveys.

[See Objecting to the Release of Directory Information on page 7 and Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation on page 8 for more information.]

Accessibility

If you have difficulty accessing this handbook because of a disability, please contact the Executive Director of Instructional Services at jperry@ldisd.net.

Section One: Parental Rights

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

Consent, Opt-Out, and Refusal Rights

Consent to Conduct a Psychological Evaluation or Provide a Mental Health Care Service

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

The district will not provide a mental health care service to a student except as permitted by law.

The district has established procedures for providing a parent with a recommendation for an intervention for a student with early warning signs of mental health concerns or substance abuse or who has been identified as at risk of attempting suicide. The district's mental health liaison will notify the student's parent within a reasonable amount of time after the liaison learns that a student has displayed early warning signs and a possible need for intervention and provide information about available counseling options.

The district has also established procedures for staff to notify the mental health liaison regarding a student who may need intervention.

The mental health liaison, Stephanie Payne, can be reached at spayne@ldisd.net and can provide further information regarding these procedures as well as educational materials on identifying risk factors, accessing resources for treatment or support on- and off-campus, and accessing available student accommodations provided on campus.

For further information, see Mental Health Support on page 92.

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

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

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

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

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

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

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

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

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

- Is to be used for school safety,
- Relates to classroom instruction or a cocurricular or extracurricular activity,
- Relates to media coverage of the school, or
- Relates to the promotion of student safety as provided by law for a student receiving special education services in certain settings.

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

Prohibiting the Use of Corporal Punishment

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

However, in accordance with law, the district may not administer corporal punishment if a student's parent submits a signed, written statement prohibiting its use.

A parent who does not want corporal punishment administered to his or her child must return the form included in the forms packet. This signed statement must be submitted each school year. A parent may revoke this prohibition at any time during the school year by providing a signed statement to the campus principal.

Note:

- District personnel may use discipline methods other than corporal punishment if a parent requests that corporal punishment not be used.
- If the district knows that a student is in temporary or permanent custody of the state (through foster care, kinship care, or other arrangements), corporal punishment will not be administered, even when the student's caregiver or caseworker has not submitted a signed statement prohibiting its use.

Limiting Electronic Communications between Students and District Employees

The district permits teachers and other approved employees to use electronic communications with students within the scope of professional responsibilities, as described by district guidelines.

For example, a teacher may create a social networking page for his or her class to relay information regarding class work, homework, and tests. A parent is welcome to access such a page.

However, text messages sent to an individual student are only allowed if a district employee with responsibility for an extracurricular activity must communicate with a student participating in that activity.

The employee is required to send a copy of the text message to the employee's district email address.

A parent who does not want his or her child to receive one-to-one electronic communications from a district employee should contact the campus principal.

Objecting to the Release of Directory Information

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

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

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

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

However, a parent or eligible student may object to the release of this information. Any objection must be made in writing to the principal within ten school days of the student's first day of instruction for this school. [See Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information, included in the forms packet.]

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

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

For all other purposes, the district has identified the following as directory information: student name; honors and awards received; dates of attendance; grade level; most recent school previously attended; participation in officially recognized activities and sports; weight and height of members of athletic teams; and enrollment status. If a parent does not object to the use of the student's information for these purposes, the school must release this information when requested by an outside entity or individual.

If a parent objects to the release of the student's information included on the directory information response form, this objection also applies to the use of that information for school-sponsored purposes, such as:

- Honor roll,
- School newspaper,
- Yearbook,
- Recognition activities,
- News releases, and
- Athletic programs.

Note: Review Authorized Inspection and Use of Student Records on page 12.

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

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

- Name,
- Address, and
- Telephone listing.

[See Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education, included in the forms packet.]

Participation in Third-Party Surveys

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

The Protection of Pupil Rights Amendment (PPRA) mandates that a student 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;
- Sex behavior or attitudes;
- Illegal, antisocial, self-incriminating, or demeaning behavior;

- Critical appraisals of individuals with whom the student has a close family relationship;
- Legally recognized privileged relationships, such as with lawyers, physicians, and ministers;
- Religious practices, affiliations, or beliefs of the student or parent; or
- Income, except when the information is required by law and will be used to determine the student's eligibility for a program.

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

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

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

- Any survey concerning protected information, regardless of funding.
- Activities involving the collection, disclosure, or use of personal information gathered from the child for the purpose of marketing, selling, or otherwise disclosing that information to others.
- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of the student.

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

A parent may inspect:

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

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

Human Sexuality Instruction

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

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

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

- Present abstinence from sexual activity as the preferred choice in relationship to all sexual activity for unmarried persons of school age;
- Devote more attention to abstinence from sexual activity than to any other behavior;
- Emphasize that abstinence, if used consistently and correctly, is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted infections and the emotional trauma associated with adolescent sexual activity;
- Direct adolescents to abstain from sexual activity before marriage as the most effective way to prevent pregnancy and sexually transmitted diseases; and
- If included in the content of the curriculum, teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates.

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

Lake Dallas ISD uses Living Choices of North Texas in high school health classes to educate students about the relationship between their choices regarding intimacy and possible outcomes.

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

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

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

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

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

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

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

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

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

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

[See Pledges of Allegiance and a Minute of Silence on page 102 and policy EC(LEGAL) for more information.]

Religious or Moral Beliefs

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

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

Tutoring or Test Preparation

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

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

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

In accordance with state law and policy EC, without parental permission, districts are prohibited from removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the days the class is offered.

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

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

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

Instructional Materials

A parent has the right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered.

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

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

Notices of Certain Student Misconduct to Noncustodial Parent

A noncustodial parent may request in writing that he or she be provided, for the remainder of the school year, a copy of any written notice usually provided to a parent related to his or her child's

misconduct that may involve placement in a disciplinary alternative education program (DAEP) or expulsion. [See the Student Code of Conduct and policy FO(LLEGAL) for more information.]

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

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

Student Records

Accessing Student Records

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

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

Authorized Inspection and Use of Student Records

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

For purposes of student records, an "eligible" student is anyone age 18 or older or who attends a postsecondary educational institution. These rights, as discussed here and at Objecting to the Release of Directory Information on page 7, are the right to:

- Inspect and review student records within 45 days after the day the school receives a request for access;
- Request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA;

- Provide written consent before the school discloses personally identifiable information from the student's records, except to the extent that FERPA authorizes disclosure without consent; and
- File a complaint with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements. The office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave., S.W.
Washington, DC 20202

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

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

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

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

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

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

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

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

- When school officials have what federal law refers to as a "legitimate educational interest" in a student's records.
 - Legitimate educational interest may include:
 - Working with the student;
 - Considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities;
 - Compiling statistical data;
 - Reviewing an educational record to fulfill the official's professional responsibility; or
 - Investigating or evaluating programs.

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

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

- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S. Secretary of Education, the Texas Education Agency, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or, in certain cases, other child welfare representatives.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school, district/system, or postsecondary educational institution to which a student seeks or intends to enroll or in which the student already is enrolled.
- In connection with financial aid for which a student has applied or has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses directory information-designated details. [To prohibit this disclosure, see *Objecting to the Release of Directory Information* on page 7.]

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

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

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

A parent or eligible student who submits a written request and pays copying costs of ten cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review the records.

The address of the superintendent's office is:

Physical Address:
Lake Dallas ISD Central Services
104 Swisher Road
Lake Dallas, TX 75065

Mailing Address:
Dr. Gayle Stinson, Superintendent
PO Box 548
Lake Dallas, TX 75065

The addresses of the principal's office are:

Physical Address:
Lake Dallas High School
3016 Parkridge Drive
Corinth, TX 76210

Mailing Address:
Dr. Kristi Strickland, Principal
PO Box 548
Lake Dallas, TX 75065

Lake Dallas Middle School
325 East Hundley Drive
Lake Dallas, TX 75065

Mr. Randall Caldwell, Principal
PO Box 548
Lake Dallas, TX 75065

A parent or eligible student may inspect the student's records and request a correction or amendment if the records are considered inaccurate, misleading, or otherwise in violation of the student's privacy rights.

A request to correct a student's record should be submitted to the appropriate records custodian. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If after the hearing the records are not amended, the parent or eligible student has 30 school days to place a statement in the student's record.

Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the complaint process found in policy FNG(LOCAL). A grade issued by a teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district's grading guidelines. [See Report Cards/Progress Reports and Conferences on page 104, Complaints and Concerns on page 35, and Finality of Grades at policy FNG(LEGAL).]

The district's student records policy is found at policy FL(LEGAL) and (LOCAL) and is available at the principal's or superintendent's office <http://pol.tasb.org/Home/Index/392>.

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

Teacher and Staff Professional Qualifications

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

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

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

A Student with Exceptionalities or Special Circumstances

Children of Military Families

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

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

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

- Called to active duty,
- On leave, or
- Returning from a deployment of at least four months.

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

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

Parental Role in Certain Classroom and School Assignments

Multiple-Birth Siblings

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

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

Safety Transfers/Assignments

The board or its designee will honor a parent's request to transfer his or her child to another classroom or campus if the district has determined that the child has been a victim of bullying, including cyberbullying, as defined by Education Code 37.0832.

The board may transfer a student who has engaged in bullying to another classroom.

Transportation is not provided for a transfer to another campus. See the principal for more information.

[See Bullying on page 26, and policies FDB and FFI for more information.]

The district will honor a parent's request for the transfer of his or her child to a safe public school in the district if the child attends a school identified by the Texas Education Agency as persistently dangerous or if the child has been a victim of a violent criminal offense while at school or on school grounds.

[See policy FDE for more information.]

The board will honor a parent's request for the transfer of his or her child to a neighboring district if the child has been the victim of sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for the assault. In accordance with policy FDE, if the victim does not wish to transfer, the board will transfer the assailant.

Student Use of a Service/Assistance Animal

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

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

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

The district will grant partial course credit by semester when the student only passes one semester of a two-semester course

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

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

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

- Assist the student with the completion of applications for admission or financial aid;

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

[See Credit by Examination for Advancement/Acceleration on page 39, Course Credit on page 38, and A Student in Foster Care on page 112.]

A Student Who Is 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 at any point during the year (if the student enrolled in the district after the beginning of the school year), per State Board of Education (SBOE) rules;
- Awarding partial credit when a student passes only one semester of a two-semester course;
- Eligibility requirements for participation in extracurricular activities; and
- Graduation requirements.

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

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

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

[See Credit by Examination for Advancement/Acceleration on page 39, Course Credit on page 38, and Students who are Homeless on page 112.]

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

For those students who are having difficulty in the regular classroom, all school districts must consider tutorial, compensatory, and other academic or behavior support services that are

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

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

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

Special Education Referrals

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

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

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

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

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

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

Contact Person for Special Education Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is Dr. Mark Ruggles at 940-497-4039.

Section 504 Referrals

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

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

Contact Person for Section 504 Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is Ms. Stephanie Payne at 940-497-4019.

[See A Student with Physical or Mental Impairments Protected under Section 504 on page 21.]

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

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

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

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

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

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

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

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

A Student Who Speaks a Primary Language Other than English

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

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

[See English Learners on page 68 and Special Programs on page 110 .]

A Student with Physical or Mental Impairments Protected under Section 504

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

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

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

[See A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services on page 18 and policy FB for more information.]

Section Two: Other Important Information for Parents and Students

This section contains important information on academics, school activities, and school operations and requirements.

It is organized alphabetically to serve as a quick-reference guide. Where applicable, the topics are further organized by grade level.

Parents and children should take a moment together to become familiar with the issues addressed in this section. For guidance on a particular topic, please contact your student's campus principal.

Absences/Attendance

Regular school attendance is essential. Absences from class may result in serious disruption of a student's education. The student and parent should avoid unnecessary absences.

Two important state laws—one dealing with compulsory attendance and the other with how attendance affects the award of a student's final grade or course credit—are discussed below.

Compulsory Attendance

Ages 6–18

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

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

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

Age 19 and Older

A student who voluntarily attends or enrolls after his or her 19th birthday is required to attend each school day until the end of the school year. If the student incurs 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 for more information.]

Exemptions to Compulsory Attendance

All Grade Levels

State law allows exemptions to the compulsory attendance requirements for the following activities and events, as long as the student makes up all work:

- 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 related to autism services, if the student returns to school on the same day of the appointment and brings a note from the health-care provider;
- For students in the conservatorship 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.

For children of military families, absences of up to five days will be excused for a student to visit a parent, stepparent, or legal guardian going to, on leave from, or returning from certain deployments.

Secondary Grade Levels

The district will allow junior and senior students to be absent for up to two days per year to visit a college or university, provided this has been;

- Authorized by the board under policy FEA(LOCAL) and the student receives approval from the campus principal,
- Follows campus procedures to verify the visit, and
- Makes up any work missed.

The district will allow a student 17 years old or older to be absent for up to four days during the period the student is enrolled in high school to pursue enlistment in the U.S. armed services or Texas National Guard, provided the student verifies these activities to the district.

The district will allow a student to be absent for up to two days per school year to serve 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; or
- An election clerk, if the student makes up any work missed.

The district will allow a student in grades 6–12 to be absent for the purpose of sounding “Taps” at a military honors funeral for a deceased veteran.

Failure to Comply with Compulsory Attendance

All Grade Levels

School employees must investigate and report violations of the compulsory attendance law.

A student absent without permission from school, any class, any required special program, or any required tutorial will be considered in violation of the compulsory attendance law and subject to disciplinary action.

Students with Disabilities

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

Ages 6–18

When a student ages 6–18 incurs three or more unexcused absences within a four-week period, the law requires the school to send notice to the parent.

The notice will:

- Remind the parent of his or her duty to monitor the student’s attendance and require the student to attend school;
- Request a conference between school administrators and the parent; and
- Inform the parent that the district will initiate truancy prevention measures, including a behavior improvement plan, school-based community service, referrals to counseling or other social services, or other appropriate measures.

For any questions about student absences, parents should contact the facilitator or any other campus administrator.

A court of law may impose penalties against the parent if a school-aged student is deliberately not attending school. The district may file a complaint against the parent if the student incurs ten or more unexcused absences within a six-month period in the same school year.

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

[See policies FEA(LEGAL) and FED(LEGAL) for more information.]

Age 19 and Older

After a student age 19 or older incurs a third unexcused absence, the district is required by law to send the student a letter 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.

Attendance for Credit or Final Grade (All Grade Levels)

[Choose the following option if the district utilizes the “principal’s plan” as authorized in law:]

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

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

All absences, excused or unexcused, may be held against a student’s attendance requirement. To determine whether there were extenuating circumstances for any absences, the attendance committee will use the following guidelines:

- If makeup work is completed, absences listed under Exemptions to Compulsory Attendance on page 22 will be considered extenuating circumstances.
- A transfer or migrant student incurs absences only after he or she has enrolled in the district.
- Absences incurred due to the student's participation in board-approved extracurricular activities will be considered by the attendance committee as extenuating circumstances if the student makes 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 student or student's parent had any control over the absences.
- 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 discuss 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).

Official Attendance-Taking Time (All Grade Levels)

The district will take official attendance every day during the second instructional period as required by state rule.

A student absent for any portion of the day, should follow the procedures below to provide documentation of the absence.

Documentation after an Absence (All Grade Levels)

A parent must provide an explanation for any absence upon the student's arrival or return to school. The student must submit a note signed by the parent. The campus may accept a phone call from the parent but reserves the right to require a written note.

A note signed by the student will not be accepted unless the student is age 18 or older or is an emancipated minor under state law.

The campus will document in its attendance records whether the absence is excused or unexcused.

Note: The district is not required to excuse any absence, even if the parent provides a note explaining the absence, unless the absence is an exemption under compulsory attendance laws.

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

Within 3 days of returning to school, a student absent for more than 4 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 absence. Otherwise, the absence may be considered unexcused and 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 absence to determine whether an absence will be excused or unexcused.

[See policy FEC(LOCAL) for more information.]

Driver License Attendance Verification (Secondary Grade Levels Only)

A currently enrolled student seeking a driver's license shall submit the Texas Department of Public Safety Verification of Enrollment and Attendance Form (VOE), signed by the parent, to the campus central office at least 10 days before it is needed. The district will issue a VOE only if the student meets class credit or attendance requirements. The VOE form is available at: <https://www.tdlr.texas.gov/driver/forms/VOE.pdf>.

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

Accountability under State and Federal Law (All Grade Levels)

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

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

Accountability information can be found on the district's website at <http://www.ldisd.net/Page/1638>. Hard copies of any reports are available upon request to the district's administration office.

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

Armed Services Vocational Aptitude Battery Test (Grades 10–12)

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

Contact the principal for information about this opportunity.

Bullying (All Grade Levels)

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

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

Bullying includes cyberbullying. Cyberbullying is defined in state law as bullying that is done through the use of any electronic communication device, including through the use of:

- A cellular or other type of telephone
- A computer
- A camera
- Electronic mail
- Instant messaging
- Text messaging
- A social media application
- An internet website
- Any other internet-based communication tool.

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
- Ostracism.

If a student believes that he or she has experienced bullying or witnesses the bullying of another student, the student or parent should notify a teacher, school counselor, principal, or another district employee as soon as possible. Procedures for reporting allegations of bullying may be found on the district's website.

A student may anonymously report an alleged incident of bullying by using the [Say Something Anonymous Reporting System](#) available through the District's partnership with Sandy Hook Promise.

The administration will investigate any allegations of bullying and related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying.

If an investigation determines that bullying occurred, the administration will take appropriate disciplinary action and may, in certain circumstances, notify law enforcement. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying.

Available counseling options will be provided to the affected individuals, including any student who witnessed the bullying.

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

Upon recommendation of the administration, the board may 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 to be a victim of bullying may request that the student be transferred to another classroom or campus within the district. [See Safety Transfers/Assignments on page 17.]

A copy of the district's bullying 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 as an appendix.

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

[See Safety Transfers/Assignments on page 17, Dating Violence, Discrimination, Harassment, and Retaliation on page 40, Hazing on page 89, policy FFI, the district's Student Code of Conduct, and the district improvement plan, a copy of which can be viewed in the campus office.

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

The district offers career and technical education programs in the following areas:

- Agriculture, Food and Natural Resources, Welding.
- AV Technology & Communication.
- Business Management and Administration.
- Education and Training.
- Finance.

- Health Science.
- Human Services.
- Law, Public Safety, Corrections and Security.
- Science, Technology, Engineering & Mathematics.

Admission to these programs is based on the course requirements and grade level.

District policy prohibits discrimination on the basis of race, color, national origin, sex, or handicap in its vocational programs, services, and activities, as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973 as amended.

District policy also prohibits discrimination on the basis of race, color, national origin, sex, or handicap in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

The district will take steps to ensure that lack of English language skills will not be a barrier to admission or participation in all educational and vocational programs.

[See Nondiscrimination Statement on page 100 for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator, who will address certain allegations of discrimination.]

Celebrations (All Grade Levels)

Although a parent or grandparent may provide food to share for a school-designated function or for a student's birthday, please be aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to discuss any classroom allergies with the teacher before bringing food to share.

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

[See Food Allergies on page 95.]

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

The district has established a plan for addressing child sexual abuse, trafficking, and other maltreatment of children, which may be accessed at <http://www.ldisd.net/Page/1709>. Trafficking includes both sex and labor trafficking.

Warning Signs of Sexual Abuse

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, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

A child who has been or is being sexually abused may exhibit physical, behavioral, or emotional warning signs, including:

- Difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches;
- Verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior; or
- Withdrawal, depression, sleeping and eating disorders, and problems in school.

Be aware that children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See Dating Violence, Discrimination, Harassment, and Retaliation on page 40.]

Warning Signs of Trafficking

Child trafficking of any sort is prohibited by the Penal Code. Sex trafficking involves forcing a person, including a child, into sexual abuse, assault, indecency, prostitution, or pornography. Labor trafficking involves forcing a person, including a child, to engage in forced labor or services.

Traffickers are often trusted members of a child's community, such as friends, romantic partners, family members, mentors, and coaches, although traffickers frequently make contact with victims online.

Possible warning signs of sexual trafficking in children include:

- Changes in school attendance, habits, friend groups, vocabulary, demeanor, and attitude;
- Sudden appearance of expensive items (for example, manicures, designer clothes, purses, technology);
- Tattoos or branding;
- Refillable gift cards;
- Frequent runaway episodes;
- Multiple phones or social media accounts;
- Provocative pictures posted online or stored on the phone;
- Unexplained injuries;
- Isolation from family, friends, and community; and
- Older boyfriends or girlfriends.

Additional warning signs of labor trafficking in children include:

- Being unpaid, paid very little, or paid only through tips;

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

Reporting and Responding to Sexual Abuse, Trafficking, and Other Maltreatment of Children

Anyone who suspects that a child has been or may be abused, trafficked, or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

A child who has experienced sexual abuse or any other type of abuse or neglect should be encouraged to seek out a trusted adult. Children may be more reluctant to disclose sexual abuse than physical abuse and neglect and may only disclose sexual abuse indirectly. As a parent or trusted adult, it is important to be calm and comforting if your child or another child confides in you. Reassure the child that he or she did the right thing by telling you.

If your child is a victim of sexual abuse, trafficking, or other maltreatment, the school counselor or principal will provide information on counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (DFPS) also manages early intervention counseling programs.

To find out what services may be available in your county, see [Texas Department of Family and Protective Services, Programs Available in Your County](#).

Reports of abuse, trafficking, or neglect may be made to the CPS division of the DFPS at 1-800-252-5400 or on the web at [Texas Abuse Hotline Website](#).

Further Resources on Sexual Abuse, Trafficking, and Other Maltreatment of Children

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

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

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

Policy EIC (LOCAL): All students shall be ranked in their respective classes in accordance with this policy.

Grades earned in all high school academic courses shall be used in averaging the students' grades, including high school credits earned at the middle school level. The following courses have been designated as nonacademic:

- Physical education
- Athletics
- Band
- Drill team
- Dance
- Cheerleading
- Courses designated for local credit only
- Grades received for the following courses shall not be included in the computation of grade average, class rank, and honor graduate status:
 - Credit by examination for acceleration,
 - Credit by examination with prior instruction,
 - Grades received in virtual learning courses (ex. Plato software) offered for advancement or credit recovery, including but not limited to summer school,
 - Course taken for credit recovery, and
 - Course offered during summer school for advancement or credit recovery.

Grades received in virtual learning courses offered by the District, including courses provided through the Texas Virtual School Network shall be included in computing class rank and shall be weighted as the equivalent high school course completed on a District campus.

Semester grades shall be used for averaging and calculating class rank. Weights shall be assigned and used in computing averages and ranks. The weighted numerical system on a four point scale shall be as follows:

- 4.0 Basic and Regular Classes
- 4.5 Pre-Advanced Placement
- 5.0 Advanced Placement Courses and Concurrent Enrollment

No points shall be awarded for failing semester grades, or if the course is not completed.

Class ranking for top 10% and top 25% are calculated after the completion of the 11th grade year. Class ranking for determining the top 10 students, including valedictorian and salutatorian, are calculated at the end of the 3rd nine-weeks grading period of the senior year. Note: To be included in the top 10% automatic admission, students must earn the distinguished level of achievement.

To qualify to give the valedictorian or salutatorian speech, a student shall not have engaged in any serious misconduct violation of the Student Code of Conduct, including removal to a Disciplinary Alternative Education Program (DAEP), a suspension, or expulsion during his or her last two semesters.

In cases of a tie in weighted grade averages among the top ranking students, the following methods shall be used to determine who shall be recognized as valedictorian or salutatorian:

- Computing the weighted grade average to a sufficient number of decimal places until the tie is broken.
- If a tie still remains, the student with the highest numerical grade average of all Pre-AP, AP, and Dual Credit courses taken shall be designated.
- If a tie still remains, the student with the longest continuous enrollment at the District high school shall be designated. [For further information, see policy EIC.]

[For further information, see policy EIC.]

Class Schedules (Secondary Grade Levels Only)

All students are expected to attend school for the entire school day and maintain a full class schedule. 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 schedule.

[See Schedule Changes on page 106 for information related to student requests to revise their course schedule.]

College and University Admissions and Financial Aid (All Grade Levels)

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

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

The student is ultimately responsible for meeting the admission requirements of the university or college, including timely submission of a completed application.

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.

The University of Texas at Austin may limit the number of automatically admitted students to 75 percent of the University's enrollment capacity for incoming resident freshmen. During the summer and fall 2020 terms and spring 2021 term, the University will admit the top six percent of a high school's graduating class who meet the above requirements. Additional applicants will be considered by the University of through a holistic review process.

As required by law, the district will provide written notice concerning automatic college admission, the curriculum requirements for financial aid, and the benefits of completing the requirements for automatic admission and financial aid. Parents and students will be asked to sign an acknowledgment that they received this information.

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

[See Class Rank/Highest-Ranking Student on page 32 for information specifically related to how the district calculates a student's rank in class, and requirements for Graduation on page 83 for information associated with the foundation graduation program.]

[See Students in the Conservatorship of the State (Foster Care) on page 17 for information on assistance in transitioning to higher education for students in foster care.]

College Credit Courses (Secondary Grade Levels Only)

Students in grades 9–12 may earn college credit through the following opportunities:

- 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 AP or dual credit courses through the Texas Virtual School Network (TXVSN);
- Enrollment in courses taught in conjunction and in partnership with North Central Texas College, the University of North Texas; or Texas Women's University, which may be offered on or off campus;
- Enrollment in courses taught at other colleges or universities; and
- Certain Career and Technical Education (CTE) courses.

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

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

Communications—Automated (All Grade Levels)

Emergency

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

[See Safety on page 105 for information regarding contact with parents during an emergency situation.]

Nonemergency

Your child's school will request that you provide contact information for the school to send information specific to your child, your child's school, or the district. If you provide a phone number for this purpose, please notify the school's administration office immediately if your number changes.

The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or email communications that are closely related to the school's mission, so prompt notification of any change in contact information will be crucial.

Standard messaging rates of your wireless phone carrier may apply.

If you have specific requests or needs related to how the district contacts you, please contact your child's principal. [See Safety on page 105 for information regarding contact with parents during an emergency.]

Complaints and Concerns (All Grade Levels)

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

For those complaints and concerns that cannot be resolved informally, the board has adopted a Student and Parent Complaints/Grievances policy [ENG\(LOCAL\)](#). To file a formal complaint a parent or student should complete and submit the complaint form.

- In general, the written complaint form should be completed and submitted to the campus principal in a timely manner.
- If the concern is not resolved, a parent or student may request a conference with the superintendent.
- If the concern is still unresolved, the district provides a process for parents and students to appeal to the board of trustees.

Conduct (All Grade Levels)

Applicability of School Rules

The board has adopted a Student Code of Conduct that defines standards of acceptable behavior—both on and off campus, as well as on district vehicles—and outlines consequences for violation of these standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules.

During summer instruction, the Student Handbook and Student Code of Conduct in place for the school 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

Each campus has assistant principals who serve as campus behavior coordinators to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. The contact information for each campus behavior coordinator is available on the district's website and is listed below:

Lake Dallas High School

- Mike King, mking@ldisd.net, 940-497-4031
- Russell Lopez, rlopez@ldisd.net, 940-497-4031
- Rendelee Garrison, rgarrison@ldisd.net, 940-497-4031

Lake Dallas Middle School

- Shelly Wendt, swendt@ldisd.net, 940-497-4037
- Kerri Blevins, kblevins@ldisd.net, 940-497-4037
- Jonathan Mosby, jmosby@ldisd.net, 940-497-4037

Deliveries

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

High School

Food may not be delivered or dropped off during the lunch periods (10:45-1:15) unless a parent/guardian of record checks into the front office. The high school understands food deliveries may need to occur later in the day due to activities that extend beyond the school day, such as, but not limited to athletics, band, choir, theater, etc.

Disruption of School Operations

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

- Interference with the movement of people at an exit, entrance, or hallway of a district building without authorization from an administrator.
- Interference with an authorized activity by seizing control of all or part of a building.
- Use of force, violence, or threats in an attempt to prevent participation in an authorized assembly.
- Use of force, violence, or threats to cause disruption during an assembly.
- Interference with the movement of people at an exit or an entrance to district property.
- Use of force, violence, or threats in an attempt to prevent people from entering or leaving district property without authorization from an administrator.

Disruption of classes or other school activities while on or within 500 feet of district property 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 is also considered a disruption.

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 and will not be readmitted.

A parent interested in serving as a chaperone for any school social events should contact the campus principal.

Counseling

The district has a comprehensive school counseling program that includes:

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

The district will make a preview of the program, including all materials and curriculum, available to parents to review during school hours.

Academic Counseling

Middle School Grade Levels

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

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

High School Grade Levels

High school students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and early graduation procedures.

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

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

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

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

Personal Counseling (All Grade Levels)

The school counselor is available to assist students with a wide range of personal, social, and family concerns, including emotional or mental health issues and substance abuse. A student who wishes to meet with the school counselor should notify him/her, or your assistant 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.

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

[See Mental Health Support on page 92, and Child Sexual Abuse, Trafficking, and Other Maltreatment of Children and Dating Violence on page 29.]

Course Credit (Secondary Grade Levels Only)

A student at any grade level enrolled in a high school course will earn credit for the course only if the final grade is 70 or above. For a two-part (two-semester, 1-credit course), the student's grades from both halves (semesters) will be averaged and credit will be awarded if the combined average is 70 or above. If the student's combined average is less than 70, the student will be awarded credit only for the half (semester) with the passing grade.

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

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

Examples of prior instruction include incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a nonaccredited school. The opportunity to earn credit by examination after the student has had prior instruction is sometimes referred to as "credit recovery."

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

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

[See the school counselor and policy EHDB(LOCAL) for more information.]

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

A student will be permitted to earn credit by examination for an academic course or subject area for which the student had no prior instruction for advancement or to accelerate to the next grade level.

The examinations offered by the district are approved by the district's board of trustees. Testing windows for these examinations will be published in district publications and on the district's website. A student may take a specific examination only once per testing window.

The only exceptions to the published testing windows will be for examinations administered by another entity or to accommodate a student experiencing homelessness or a student involved in the foster care system.

When another entity administers an examination, the student and the district must comply with the testing schedule of the other entity.

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

Students in Grades 6–12

A student in grade 6 or above is eligible to earn course credit with;

- A passing score of at least 80 on an examination approved by the board; or
- A scaled score of 50 or higher on an examination administered through the College Level Examination Program (CLEP), or
- A score of 3 or higher on an AP examination, as applicable.

A student may take an examination to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the

school year in which the student would need to enroll in the course according to the school's high school course sequence, the student must complete the course.

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

Students learn best, and their welfare is best served, in a school environment that is free from dating violence, discrimination, harassment, and retaliation.

Students are expected to treat peers and district employees with courtesy and respect, avoid offensive behaviors, and stop those behaviors as directed. District employees are likewise expected to treat students with courtesy and respect.

The board has established policies and procedures to prohibit and promptly address inappropriate and offensive behaviors that are based on a person's race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law. A copy of the district's policy is available in the principal's office and in the superintendent's office <http://pol.tasb.org/Policy/Code/392>. [See policy FFH for more information.]

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 or any of the person's past or subsequent partners. This type of conduct is considered harassment if it is so severe, persistent, or pervasive that it affects a 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 past or current dating partner;
- Attempts to isolate the student from friends and family;
- Stalking; or
- Encouraging others to engage in these behaviors.

Discrimination

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

Harassment

Harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects a 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.

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 are not limited to:

- Touching private body parts or coercing physical contact that is sexual in nature;
- Sexual advances;
- Jokes or conversations of a sexual nature; and
- Other sexually motivated conduct, communications, or contact.

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

Gender-based harassment includes physical, verbal, or nonverbal conduct based on a student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity.

Gender-based harassment can occur regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity. Examples of gender-based harassment directed against a student may include, but are not 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 or participates in an investigation of discrimination, harassment, or dating violence is prohibited. A person who makes a false claim, 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, the district will determine whether the allegations, if proven, constitute prohibited conduct as defined by policy FFH. If not, the district will refer to policy FFI to determine whether the allegations, if proven, constitute bullying, as defined by law and policy FFI. If the alleged prohibited conduct also meets the statutory and policy definitions for bullying, an investigation of bullying will also be conducted. [See Bullying on page 26]

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

Investigation of Report

Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated.

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 comply with law.

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 its 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 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).

Discipline: Secondary Schools

- Step One: Individual Teacher Action (teacher detention, student conference, parent conference, etc.)
- Step Two: Referral to Assistant Principal/Detention/Parent Notification
Students are required to bring assignments and do school work during this time. Missing a day of detention without an administrator's approval may result in ISS.
- Step Three: Referral to Assistant Principal/Detention/Parent Notification
Students are required to bring assignments and do school work during this time. Missing a day of detention without an administrator's approval may result in Detention or ISS.
- Step Four: Referral to Assistant Principal/Detention or ISS Placement/ Parent Notification
Students are required to bring assignments and do school work during this time. Missing a day of Detention or ISS without the administrator's approval may result in OSS.
- Step Five: Referral to Assistant Principal/ ISS Placement/ Parent Conference
Students are required to bring assignments and do school work during this time. Missing a day of ISS without the administrator's approval may result in OSS.
- Step Six: Referral to Assistant Principal/ISS/OSS/Parent Conference
Students are not allowed on campus or attend any school related activity (including extracurricular activities) during suspension.
- Step Seven: Referral to Assistant Principal/Assignment to DAEP/Parent Conference
Assignment to DAEP will be for a maximum of 120 school days per placement. Assigned work must be completed satisfactorily and approved by DAEP Administrator before the student is released from DAEP.
- Step Eight: Alternate Placement or Expulsion

All steps are subject to Principal discretion. There are times when serious infractions will result in the student being sent directly to the office. Examples of these serious infractions include but are not limited to the following: severe disrespect to a teacher or other officials, profanity, fighting, insubordination, smoking, or vandalism. In case of severe disciplinary infractions, an administrator may circumvent the disciplinary progression.

At all levels of this discipline plan, actions will be documented and a copy will be given to the student, the teacher and a copy will be filed in the Assistant Principal's office.

Discrimination

[See Dating Violence, Discrimination, Harassment, and Retaliation on page 40.]

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 dual credit courses offered in partnership with NCTC, UNT, and TWU.

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

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

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

Depending on the TXVSN course in which a student enrolls, the course may be subject to the “no pass, no play” rules. [See Extracurricular Activities, Clubs, and Organizations on page 68.] In addition, a student who enrolls in a TXVSN course for which an end-of-course (EOC) assessment is required must still take the corresponding EOC assessment.

A parent may ask questions or request that their child be enrolled in a TXVSN course by contacting 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.

Policy EHDE addressing distance learning is shown below.

Texas Virtual School Network

The Superintendent or designee shall establish procedures for students to enroll in courses provided by the Texas Virtual School Network (TxVSN).

Enrollment in courses through the TxVSN shall not be subject to limitations the District may impose for other distance learning courses.

Other Distance Learning

The Superintendent or designee shall establish procedures governing the use of other distance learning courses, including correspondence courses, as a means of earning credit in a subject or course. In order to receive credit, a student shall obtain approval from the principal or designee prior to enrollment in the course

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, newspapers, yearbooks, brochures, flyers, etc.

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 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. Approval will be granted or denied within two school days.

Lake Dallas High School has designated the bridge over the cafeteria as the location for approved nonschool materials to be placed for voluntary viewing or collection by students. [See policy FNAA for more information.]

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.

[See policy FNG(LOCAL) for student complaint procedures.]

From Others

No person or group will sell, circulate, distribute, or post on any district premises written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that is not sponsored by the district or by a district-affiliated school-support organization, 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 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 DGBA or GF for more information.]

The principal has designated Lake Dallas High School has designated the bridge over the cafeteria 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 policy 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 teaches grooming and hygiene, prevents disruption, and minimizes safety hazards. The District prohibits pictures, emblems, or writings on clothing that:

- Are lewd, offensive, vulgar, or obscene.
- Advertise or depict tobacco products, alcoholic beverages, drugs, or any other substance prohibited under FNCF (LEGAL).
- Contain inappropriate symbolism especially that which discriminates against other students based on race, religion, or sex.

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.

SPECIFIC SECONDARY CAMPUS DRESS CODES

Lake Dallas Middle School Standardized Dress Code Policy

- I. Standardized Dress Code Overview. All Lake Dallas Middle School students must wear the following:
 - A. Pants, Shorts, and Skirts
 1. Blue denim or khaki color pants, shorts, skirts, or Capri pants;
 2. Pants, shorts or skirts are considered appropriate in length if they reach the top of the knee when standing. In the case of a skirt with a slit in the side, the length will be measured from the highest point of the slit;
 3. Pants may not be baggy, cutoff, split, or have excessively frayed pant legs and they must be worn at the natural waist;
 - B. Shirts/ Hoodies/ Sweatshirts/ Shoes
 1. Green, black, white or gray solid color long or short-sleeved 1 to 4 button polo style shirt.
 1. Green, black, white or gray solid color long or short-sleeved LDMS t-shirt. T-shirts will represent Lake Dallas MS or one of its student organizations with an appropriate and school approved design.
 2. Green, black, white or gray solid color or Lake Dallas MS (with school approved design) sweater, sweatshirt or hoodie.
 3. Long sleeve "button down" solid color green, black, white or gray shirt. Sleeves may be rolled to elbows.
 4. Any shirt, regardless of style, may only have the top 2 buttons unbuttoned to ensure modest dress and may not be low cut.

5. Shoes must be worn each day. No house shoes or slippers may be worn. (Footwear is exempt from manufacturer logo but is subject to all other non-compliant symbols and information listed.

II. Dress Code Guidelines

- A. All students must be clean and neatly groomed.
- B. Organizations, such as athletics, may set stricter dress code standards for their participants.
- C. Undergarments are not to be visible, therefore, any see-through clothing (i.e. "burnout" t-shirts) would be considered inappropriate.
- D. Clothing must not have holes or be oversized.
- E. Clothing is meant to be of solid/unified color, free of pattern, multicolor or embellishment unless approved by LDMS.
- F. The administration reserves the right to determine any attire inappropriate that is disruptive to the school environment.
- G. Any clothing that complies with the Standard Dress Code guidelines is acceptable and may be purchased from any vendor. The dress code choices were selected to take advantage of popular clothing students may already own.

III. Clothing, grooming and accessories must conform to the LDISD dress code policy and the following guidelines:

- A. Chains or decorations deemed sharp or dangerous will not be permitted.
- B. Students may not wear hats, sweatbands, sunglasses, bandannas, hair rollers or other hair grooming items
- C. Student's hair must be clean and groomed; the style shall not create a distraction. Any extreme style or color that causes a disruption to the educational environment will not be allowed.
- D. Students may not wear facial jewelry/decorations. Tongue rings are also considered inappropriate.
- E. Visible tattoos are not permitted.
- F. Make-up must be of a natural color.
- G. Body graffiti of any kind (i.e. designs or writing in marker) are not permitted.
- H. Male students may wear either one small stud or one small loop earring in one or both ears.
- I. Clothing /accessories may not contain or exhibit metal studs, spikes, rings or any item that may cause harm or injury.
- J. Clothing may not have or display any excessive embroidery, sequins, logo or other design (exemptions: school sponsored t-shirts). In addition to manufacturer or designer logos, students may not wear clothing or

accessories that advertise by name or symbol any products that are not permitted in schools, including but not limited to: drugs, profanity, alcohol, obscenities, tobacco, suggestive slogans, and depictions of violence or gang activity.

K. No hats or head covering may be worn without administrative approval.

L. Coat Guidelines – Any heavy winter coat can be worn to school. Once in the building, students must remove any outerwear not contained in the dress code. Provisions for layered clothing such as undershirts, sweaters and sweatshirts are provided for within the code and can be worn within the building.

IV. Compliance

- A. Students new to the school will be given a five (5) school day grace period to obtain proper standardized dress. During the grace period, a student must wear properly fitted blue jeans and a shirt with a collar.
- B. The principal will have the final say as to the appropriateness of any dress code question. The principal has the authority to allow all or part of the student body to vary from the Standard Dress Code and/or to establish a particular mode of dress for special occasion days and/or for particular school-sponsored or school-related activities.
- C. A parent/guardian has the right to request a student be exempt from the Lake Dallas Middle School Standard Dress Code Policy based on religious or philosophical reasons. In order to exercise this option, the parent or guardian must provide a written statement that sets out religious or philosophical objections to the dress code requirements to the campus principal. If the principal grants the exemption, the principal will give approved options for an alternative dress code to the parents or guardian. Exemption forms are available in the school office during regular business hours.
- D. For a student who arrives at school out of compliance, the school can provide temporary clothing or allow the parent/guardian to deliver appropriate clothing. The student may be sent to the office to meet with the appropriate school administrator as needed.

V. Financial Support Plan

- A. Approved vendors will be contacted for possible donations/fundraisers.
- B. LDMS always welcomes donations of items from the community and will make them available to LDMS families in need throughout the year.
- C. To qualify for clothing or financial assistance:
 - 1. Family should contact campus administration
 - 2. Family must meet one or both of the following criteria:
 - 3. Qualify for the free or reduced lunch program.

4. Family must have a financial emergency. (Will be reviewed by a campus administrator for approval).

Lake Dallas High School Dress Code

The following dress code has been established at Lake Dallas High School to promote discipline, prevent disruption, teach respect for authority, prepare each student for future employability and encourage learning.

1. A student must produce an ID upon request. I.D.'s are not to be defaced in any manner.
2. Student's hair must be clean and groomed; the style shall not create a distraction. Any extreme style or color that causes a disruption to the educational environment will not be allowed.
3. No hats, caps, sweatbands, beanies, bandanas or other head covering apparel will be allowed in the building. Students may not wear sunglasses, chains (including wallet chains), bandanas, combs, or hair picks anywhere on campus.
4. Pillows, blankets, and other bedding items are not allowed on campus.
5. Male and female students may wear earrings, but the earrings are limited to studs and small hoops. Gauges of any kind are not allowed. Facial jewelry is limited to studs or small hoops on the nose; other facial piercings cannot be covered by a bandage. No jewelry, trinkets, or other apparel items that have spikes, are noisy, and/or promote undue distractions in the school environment shall be permitted. Mouth grills are not permitted.
6. Shoes are required at all times. House shoes or slippers are not acceptable.
7. Undergarments are required and must not be visible. Clothing that is shredded, ripped, or has holes, which expose skin or undergarment above the knee is prohibited. Leggings, jeggings, yoga pants, and/or tights may only be worn when the student's top/ blouse comes to fingertip length uniformly around the leg.
8. Students may wear pants, shorts, dresses, or skirts. Shorts, dresses, or skirts may not be shorter than fingertip length when the arms are relaxed at the side. Splits in skirts or dresses must follow the same length requirements. Pajama pants of any type are not acceptable. Athletic shorts, such as Nike Tempo style, must also meet fingertip length uniformly around the leg.
9. The shoulder seams of all blouses, shirts and dresses must have a minimum shoulder to neck seam length of at least 3 ½ inches (or the width of a credit card.) Shirts that show the bare midriffs when students' hands are extended above the head are not permitted. Low-cut shirts, dresses or any clothing that exposes undergarments is prohibited.
10. Students will not be allowed to wear clothing or have exposed tattoos that advertise by name or symbol any products that are not permitted in schools (including drugs, alcohol, or tobacco). Profane, vulgar, violence, obscene, or sexually suggestive slogans whether stated or implied are also prohibited.
11. Clothing that represents a group or style that disrupts or distracts from the learning environment is prohibited. Gang related attire or symbols are prohibited in any form.

12. Due to safety precautions, oversize jeans and shirts (pants with wide legs, extra big pockets, tall tees or loose fitting garments), trench coats (oversized coats) will not be permitted.
13. Dress for social functions will be determined by the sponsors of those functions and will be announced prior to the occasion.

School administrators have the right to deem what is inappropriate dress.

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. Persistent non-compliance with dress code 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 Cell Phones, and Other Electronic Devices

The district permits students to possess personal cell phones for safety purposes; however, these devices must remain turned off during the instructional day, including during all testing, unless they are being used for approved instructional purposes. [For graphing calculator applications on computing devices, see Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials on page 113.]

A student must have approval to possess other personal telecommunications devices such as laptops, tablets, or other portable computers.

Students are not permitted to possess or use personal 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.

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

If a student uses a telecommunications device without authorization 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 parent will be disposed of after the notice required by law. [See policy FNCE for more information.]

In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel. [See Searches on page 108 and policy FNF for more information.]

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

Instructional Use of Personal Telecommunications and Other Electronic Devices

Students must obtain prior approval to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must also sign a user agreement that contains applicable rules for use (separate from this handbook).

All personal devices must be turned off during the instructional day when not in use for approved instructional purposes. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Acceptable Use of District Technology Resources

District-owned technology resources may be issued to individual students for instructional purposes. Use of the district's network systems and 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 on district-owned or personally owned equipment, if it results in a substantial disruption to the educational environment.

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content—commonly referred to as “sexting”—will be disciplined in accordance with the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement.

This type of behavior may constitute bullying or harassment, as well as impede future endeavors of a student. We encourage parents to review with their child the ["Before You Text" Sexting Prevention Course](#), a state-developed program that addresses the consequences of sexting.

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. In some cases, the consequence may be expulsion.

Lake Dallas ISD Technology Acceptable Use Policy

Introduction

Lake Dallas ISD recognizes that access to technology in school gives students greater opportunities to learn, engage, communicate, and develop skills that will prepare them for work, life, and citizenship. We are committed to helping students develop 21st-century technology and communication skills.

To that end, we provide training and access to technologies for student and staff use. Students and staff are trained annually on appropriate Internet and District network use.

This Acceptable Use Policy outlines the guidelines and behaviors that students and staff are expected to follow when using school technologies or when using personally-owned devices on the school campus.

- The Lake Dallas ISD network is intended for educational purposes.
- There is no expectation of privacy. All activity over the network or using district technologies may be monitored and retained.
- Access to online content via the network may be restricted in accordance with our policies and federal regulations, such as the Children's Internet Protection Act (CIPA).
- Students are expected to follow the same rules for good behavior and respectful conduct online as offline.
- Misuse of school resources can result in disciplinary action.
- Lake Dallas ISD makes a reasonable effort to ensure students' safety and security online, but will not be held accountable for any harm or damages that result from use of school technologies.
- Users of the district network or other technologies are expected to alert Technology staff immediately of any concerns for safety or security.

Technologies Covered

Lake Dallas ISD may provide Internet access, desktop computers, mobile computers or devices, videoconferencing capabilities, online collaboration capabilities, message boards, email, and more.

As new technologies emerge, Lake Dallas ISD will attempt to provide access to them. The policies outlined in this document are intended to cover *all* available technologies, not just those specifically listed.

Usage Policies

All technologies provided by the district are intended for education purposes. All users are expected to use good judgment and to follow the specifics of this document as well as the spirit of it: be safe, appropriate, careful and kind; don't try to get around technological protection measures; use good common sense; and ask if you don't know.

Web Access

Lake Dallas ISD provides its users with access to the Internet, including web sites, resources, content, and online tools. That access will be restricted in compliance with CIPA regulations and school policies. Web browsing may be monitored and web activity records may be retained indefinitely.

Users are expected to respect that the web filter is a safety precaution, and should not try to circumvent it when browsing the Web. If a site is blocked and a user believes it shouldn't be, the user should follow district protocol to alert a Technology staff member or submit the site for review. Unblock requests can be submitted directly from the blocked page, or through a help desk ticket/request.

Email

Lake Dallas ISD may provide students and staff with email accounts for the purpose of school- related communication. Availability and use may be restricted based on school policies.

If users are provided with LDISD email accounts, the accounts should be used with care, and for education- related purposes. Prohibited uses of school-provided email include are, but not limited to, activities such as:

- Sending personal information to any person or entity, that is not directly related to the use or support of district curriculum and instruction, or school-sponsored activities
- Sending personal financial information, such as filing personal tax returns, applying for home mortgages, and applying for any sort of financial loan
- Signing up for service accounts that are not required by, or related to, the use or support of district curriculum and instruction, or school-sponsored activities. Examples include, but are not limited to:
 - Movies, music, shopping, and social media accounts, which are intended for personal use
 - pornography
 - VPN hosting
- Opening files or following links from unknown or untrusted origin
- Using inappropriate language
- Communicating with other people or entities prohibited by district policy, administration, or the teacher

Users are expected to communicate with the same appropriate, safe, mindful, courteous conduct online as offline. Email usage may be monitored and archived.

Email Recovery Procedures

Lake Dallas ISD currently provides email accounts to district employees, which are hosted and archived by Google. The archiving of Lake Dallas ISD email is performed to comply with federal and state requirements pertaining to the retention of official school correspondence.

Consequently, any recovery of email from the Lake Dallas ISD email archive requires 1) a written request that includes the reason for the request, the staff member accounts and/or subject matter involved, the date range of the request, and 2) approval from a campus principal, department director, or

superintendent-level personnel. The Superintendent, Executive Director of HR, and the Technology Director can facilitate email recovery, but the initial request must be submitted in writing, and approved by a principal, department director, or superintendent-level personnel before email recovery will be performed.

Cloud Storage

Lake Dallas ISD may provide students and staff with cloud storage (e.g., Google Drive, Microsoft OneDrive, etc.) for the purpose of storing school-related files and correspondence. Availability and use may be restricted based on school policies. Cloud storage usage may be monitored and archived.

Social/Collaborative Content

Recognizing the benefits collaboration brings to education, Lake Dallas ISD may provide users with access to web sites or tools that allow communication, collaboration, sharing, and messaging among users.

Users are expected to communicate with the same appropriate, safe, mindful, courteous conduct online as offline. Posts, chats, sharing, and messaging may be monitored. Users should be careful not to share personally-identifying information online.

Mobile Devices Policy

Lake Dallas ISD may provide users with mobile computers or other devices to promote learning inside and outside of the classroom. Users should abide by the same acceptable use policies when using school devices off the school network as on the school network.

Users are expected to treat these devices with extreme care and caution; these are expensive devices that the school is entrusting to your care. Users should report any loss, damage, or malfunction to either the campus staff, or the Technology staff immediately. *Users may be financially accountable for any damage resulting from negligence or misuse.*

Use of school-issued mobile devices off the school network may be monitored.

Lake Dallas ISD-Bring Your Own Device Policy

Lake Dallas ISD is committed to prepare all students and teachers to maximize learning by fully integrating relevant technology into academic content to:

- Facilitate and enrich classroom instruction
- Acquire, share, evaluate and create digital information
- Achieve media and technology literacy
- Maintain a safe and ethical online environment

The district will not provide technical support for personally owned devices. In the event personal technology is used inappropriately, disciplinary consequences and actions may apply in accordance with the terms of this Acceptable Use Policy. The use of personal wireless hotspots not provided by the district is prohibited.

Lake Dallas High School now provides wireless capabilities to allow personally-owned devices to be used for educational purposes. Employees should not have an expectation of privacy

and will be monitored as if working on a school-owned device. For policy details, see Bring Your Own Device Program Guide

<http://www.ldisd.net/Page/4546>

Security

Users are expected to take reasonable safeguards against the transmission of security threats over the school network. This includes not opening or distributing infected files or programs and not opening files or programs of unknown or untrusted origin.

If you believe a computer or mobile device you are using might be infected with a virus, please alert Technology. Do not attempt to remove the virus yourself or download any programs to help remove the virus.

Downloads

Users should exercise extreme caution when downloading any file type from the internet, or via email, onto school computing resources. File attachments in email, for example, or a very common threat vector for malware. Malicious web site can also present the same risk.

For the security of our network, download such files only from reputable sites, and only for education purposes. If you are unsure of the nature of an application or its source, please contact the Technology Department for assistance.

Use of @ldisd.net domain

The @ldisd.net domain is registered for sole use by Lake Dallas ISD. You are not authorized to create any personal hardware system or software application, or user account which utilizes this domain name.

Netiquette

Users should always use the Internet, network resources, and online sites in a courteous and respectful manner.

Users should also recognize that among the valuable content online is unverified, incorrect, or inappropriate content. Users should use trusted sources when conducting research via the Internet.

Users should also remember not to post anything online that they wouldn't want colleagues, parents, teachers, or future colleges or employers to see. Once something is online, it's out there—and can sometimes be shared and spread in ways you never intended.

Plagiarism

Users should not plagiarize (or use as their own, without citing the original creator) content, including words or images, from the Internet. Users should not take credit for things they didn't create themselves, or misrepresent themselves as an author or creator of something found online. Research conducted via the Internet should be appropriately cited, giving credit to the original author.

Personal Safety

Users should never share personal information, including phone number, address, social security number, birthday, or financial information, over the Internet without adult permission. Users should recognize that communicating over the Internet brings anonymity and associated risks, and should carefully safeguard the personal information of themselves and others. Users should never agree to meet someone they meet online in real life without parental permission.

If you see a message, comment, image, or anything else online that makes you concerned for your personal safety, bring it to the attention of an adult (teacher or staff if you're at school; parent if you're using the device at home) immediately.

Cyberbullying

Cyberbullying will not be tolerated. Harassing, dissing, flaming, denigrating, impersonating, outing, tricking, excluding, and cyberstalking are all examples of cyberbullying. Don't be mean. Don't send emails or post comments with the intent of scaring, hurting, or intimidating someone else.

Engaging in these behaviors, or any online activities intended to harm (physically or emotionally) another person, will result in severe disciplinary action and loss of privileges. In some cases, cyberbullying can be a crime. Remember that your activities are monitored and retained.

Examples of Acceptable Use

I will:

- ✓ Use school technologies for school-related activities.
- ✓ Follow the same guidelines for respectful, responsible behavior online that I am expected to follow offline.
- ✓ Treat school resources carefully, and alert staff if there is any problem with their operation.
- ✓ Encourage positive, constructive discussion if allowed to use communicative or collaborative technologies.
- ✓ Alert a teacher or other staff member if I see threatening, inappropriate, or harmful content (images, messages, posts) online.
- ✓ Use school technologies at appropriate times, in approved places, for educational pursuits.
- ✓ Cite sources when using online sites and resources for research.
- ✓ Recognize that use of school technologies is a privilege and treat it as such.
- ✓ Be cautious to protect the safety of myself and others.
- ✓ Help to protect the security of school resources.
- ✓ Notify district administration and/or Technology department staff if I discover misuse of district network resources and information.

This is not intended to be an exhaustive list. Users should use their own good judgment when using school technologies.

Examples of Unacceptable Use

I will not:

- Use wireless hotspots on the LDISD network that have not been provided to me by the district
- Connect personal wireless routers, switches, access points, firewalls, and other related network equipment to the LDISD network
- Use personal computing devices on the LDISD network that have not been approved for use by authorized personnel
- Use VPN clients while on the LDISD network
- Use school technologies in a way that could be personally or physically harmful, to myself or others
- Attempt to find inappropriate images or content
- Engage in cyberbullying, harassment, or disrespectful conduct toward others
- Circumvent the school's safety/security measures and filtering tools
- Use school technologies to send spam or chain mail
- Plagiarize content I find online
- Post personally-identifying information, about myself or others
- Agree to meet someone I meet online in real life
- Use language online that would be unacceptable in the classroom
- Use school technologies for illegal activities or to pursue information on such activities
- Use personal technologies for illegal activities or to pursue information on such activities while at school, whether on or off the school network
- Attempt to hack or access sites, servers, or content that isn't intended for my use

This is not intended to be an exhaustive list. Users should use their own good judgment when using school technologies.

Limitation of Liability

Lake Dallas ISD will not be responsible for damage or harm to persons, files, data, or hardware.

While Lake Dallas ISD employs filtering and other safety and security mechanisms, and attempts to ensure their proper function, it makes no guarantees as to their effectiveness.

Lake Dallas ISD will not be responsible, financially or otherwise, for unauthorized transactions conducted over the school network.

Violations of this Acceptable Use Policy

Violations of this policy may have disciplinary repercussions, including:

- Suspension of network, technology, or computer privileges
- Notification to parents (if a student)
- Detention or suspension from school and school-related activities
- Suspension of duties (if an employee of the district)
- Confiscation of any device, regardless of ownership, that is suspected of involvement with any violations of this AUP
- Liability for cost to diagnose and repair any damage or loss caused by any violation of this AUP
- Termination of employment, in accordance with LDISD policies and applicable laws
- Legal action and/or prosecution

Chromebook Guide

The policies, procedures, and information within this document apply to all Chromebooks issued at Lake Dallas ISD.

September 20

Program Goal

The goal of assigning Chromebooks to LDISD students and staff is to facilitate both classroom and virtual instruction. Students will be able to submit classroom assignments from anywhere they have internet connectivity (at or away from school). Teachers will be able to manage student assignments, as well as conduct virtual classroom sessions with students, as needed.

What is a Chromebook?

A Chromebook is a netbook or small laptop, which runs Google Chrome OS as its operating system. Chromebooks are designed to be used while connected to the internet and support applications like Google Docs that reside on the Web, rather than traditional PC applications like Microsoft Office and Photoshop that reside on the machine itself. They are lightweight, usually operate on a wifi network, and typically come with integrated web cams and microphones, making them well-suited to use in virtual meetings or classroom sessions, in any location that has internet access.

Chromebook Models

Student Chromebooks will be issued by / sourced from the student's assigned campus, and will typically be one of 2 models:

- Lenovo 300e (Elementary campuses)
- HP 11 (Secondary campuses)



Staff Chromebooks are typically Acer R13 models, and come with slightly more storage, and larger screen size, than the student models.



Receiving your Chromebook

LDISD has not previously issued Chromebooks to students; however, instructional changes driven by COVID-19 now require the district to assign Chromebooks to students and staff members as necessary to meet individual instructional needs.

Parents, students, and LDISD staff must sign and return the agreement applicable to them (LDISD Device Assignment – Student Agreement or Staff Agreement) preferably before a Chromebook is issued, or as soon as possible thereafter.

For students, device distribution will typically occur at each campus, at a time and date coordinated with student families.

Distribution will involve accounting for which device is assigned to a student or staff member. In the case of students, the parent will sign for receipt of a device via the LDISD Device Assignment – Student Agreement. Staff members will sign the staff version of the agreement.

Return

While enrolled at Lake Dallas ISD (District), the District maintains the ownership of the device. When the student withdraws or graduates from the district, or an employee leaves employment with the district, the device must be returned to the appropriate campus where the device was originally issued.

The Chromebook will be returned to the school upon request, if the student withdraws from school prior to the end of the school year, or if the staff member resigns his/her position.

If requested by campus Principals, or the Technology Department, students and staff may be required to turn in their Chromebooks for maintenance or inspection.

Failure to return the equipment by students or staff will be considered unlawful appropriation of District property.

Using your Chromebook

Elementary Campuses - At School

Elementary students whose families have opted for in-person instruction will be assigned a device, but the device will remain in their classroom at school (i.e., students will not take the device home) , and charge overnight in their classroom charging carts. Device use will occur at the teacher's direction, much as they have been used in prior years.

Elementary Campuses - At Home

Elementary students whose families have opted for virtual learning will be assigned a Chromebook to be used at home and other locations outside of school. A wi-Fi internet connection will be required for instructional Chromebook use. Students are bound by the Lake Dallas ISD Acceptable Use Policy, and this Chromebook Agreement, regardless of where they use their Chromebooks and regardless of the source of the internet connection.

Secondary Campuses - At School

Secondary students will be assigned a Chromebook device, regardless of in-person or virtual learning choice. The Chromebook is intended for use at school each day the student is in attendance. Students are responsible for bringing their Chromebooks and chargers to all classes, unless specifically advised not to do so by their teacher. While in class, students are expected to comply with all school rules, policies, and teacher directives when using their Chromebooks.

If a student leaves the Chromebook and/or charger at home, he/she is responsible for getting the coursework completed as if the Chromebook were present. A loaner Chromebook, if available, can be assigned at the campus' discretion, provided such devices are available. Other district computers may or may not be available for student use.

Loaner Chromebooks may be issued to students when their Chromebooks are being repaired. This will only be possible if loaner units are available. Availability of a loaner Chromebook cannot be guaranteed.

Secondary Campuses - At Home

Students can use their Chromebooks at home and other locations outside of school. A wi-Fi internet connection will be required for instructional Chromebook use. Students are bound by the Lake Dallas ISD Acceptable Use Policy, and this Chromebook Agreement, regardless of where they use their Chromebooks and regardless of the source of the internet connection.

File Management

Students and staff are encouraged to save files to their Google Drive account. Saving to Google Drive will make the file accessible for the student or staff member from any computer with internet access. Some files may be stored locally, but this practice is highly discouraged. Local storage capacity on Chromebooks is extremely limited, and should the device have to be repaired/replaced, any files stored locally will likely be lost.

- Remember to save to Google Drive frequently when working on digital media.
- Ultimately, the district will not be responsible for the loss of any student /staff work.
- Students and staff are encouraged to maintain backups of important work.

Taking Care of Your Chromebook

Students and staff are responsible for the general care of the Chromebook they have been issued. Chromebooks that are broken or fail to work properly must be immediately taken to the designated staff member/location at each campus and logged for repair. Do not attempt to repair a damaged Chromebook by yourself, a family member, or a 3rd party repair shop. Please return the device to the campus from which it was issued.

If a loaner Chromebook is needed, one may be issued until their Chromebook can be repaired or replaced (subject to loaner availability).

General Precautions

- No food or drink should be placed next to, or on, the Chromebook.
- Cords, cables, and removable storage devices must be inserted carefully into the Chromebook.
- Objects (light or heavy) should never be placed on top of the Chromebooks.

- Chromebooks should never be exposed to extreme temperatures or direct sunlight for extended periods of time.
- Chromebooks should never be carried with the screen open.
- Students, staff, or family members should never disassemble the Chromebooks and attempt their own repairs. Attempting such repairs creates a safety hazard, and will void any warranty or insurance coverage that may exist for the device.
- Do not attempt to remove asset tags, or other forms of identification placed on the device.
- The Chromebook should be kept clean and free of marks at all times. Placing stickers, writing or drawing on, marking, engraving or otherwise defacing the Chromebook or case, if one is given, is prohibited and will result in loss of privileges and disciplinary consequences.

Cases

- While district devices are not currently equipped with cases, they will be as time and resources allow.
- If a district Chromebook is equipped with a case, the Chromebook should be used with the case at all times.
- Although the cases are designed to help protect the Chromebooks, they are not guaranteed to prevent damage. It remains the responsibility of the student/staff member to care for and protect his/her device.
- Regardless of whether a device is used with a protective case/carrier, students and staff members are still responsible for taking good care of their assigned device and adhering to the terms of this document.

Charging

- It is the responsibility of Chromebook users to ensure that his/her Chromebook is fully charged daily for school use. (Carts are available for Chromebooks staying at school.)
- Devices may be charged at school, provided time and resources are available. (e.g., sufficient charging carts, cords or outlets in a given classroom). Secondary students in particular, should not assume they will have ample time or resources to charge their device at school.
- It is not the teacher's responsibility to accommodate students who do not properly manage their device charge.

Screen Care

The Chromebook screen can be damaged if subjected to heavy objects, rough treatment, certain cleaning solvents, and other liquids. The screens are particularly sensitive to damage from excessive pressure.

- Do not put pressure on the top of a Chromebook when it is closed.
- Do not carry the device by the screen when it is open.
- Heavy objects should never be placed or stacked on top of your Chromebook. This includes, but is not limited to, books, musical instruments, and sports equipment.

- Do not store the Chromebook with the screen open.
- If equipped with a protective case, do not place anything in the protective case that will press against the cover.
- Makes sure there is nothing on the keyboard before closing the lid.
- Only clean the screen with a soft, dry microfiber cloth or anti-static cloth.

Asset Tags and Identification Labels

- All Chromebooks will be labeled with a district asset tag, and possibly campus room, or cart number tags.
- Asset tags, and any form of identification labels must not be removed, modified, or tampered with in any way.

Storing Your Chromebook

- When not in use, Chromebooks should be securely stored. Nothing should be placed on top of the Chromebook when in storage.
- Under no circumstances should a Chromebook be left unsecured, in unsupervised areas. An unsupervised area is considered any area that is not locked and secured or in which there is no supervision.
- Unsupervised Chromebooks, if found, can be confiscated by staff and taken to the Principal.
- The District is not responsible for the safekeeping and protection of Chromebooks that are not secured in the assigned carts, or in appropriate areas.

Software and Filtering

All Chromebooks are supplied with the latest build of Google Chrome Operating System (Chrome OS) and many other applications useful in an educational environment. The Chrome OS will automatically install updates as they are released by Google.

The district employs a centralized management system that is utilized to change security settings, update software, and add or remove Chromebook applications. Students and staff are prohibited from disabling, modifying, circumventing or altering management settings or content filters.

Content Filter

The District utilizes an internet content filter that complies with the federally mandated Children's Internet Protection Act (CIPA). Our content filter works to filter to any device used within the LDISD network.

All student Chromebooks, regardless of physical location (in or out of school) and internet connection, will have internet activity filtered and monitored.

Despite the filter, LDISD cannot guarantee that all controversial or inappropriate materials will be blocked.

No Gmail For PK-2 Students

Students in grades PK-2 will have a Google account for purposes of using a district-provided Chromebook; however, they do not have functional Gmail addresses under the ldisd.net domain.

Personalizing your Chromebook

Students may personalize their devices through device settings, to the extent device management permissions allow, and provided the modifications are appropriate, and inoffensive. Misuse of these settings can result in revocation of device privileges.

Currently, students are not permitted to download and install apps/extensions to district Chromebooks. Any apps/extensions desired for instructional purposes must be requested through classroom teachers, or campus instructional staff (e.g., Instructional Coaches, Library Media Specialist). Approved apps/extensions are then coordinated with the Technology department for deployment to Chromebooks in use by staff and students.

Parents and students cannot use personal email accounts on district devices assigned to students. District devices will only permit the use of ldisd.net accounts.

No Expectation of Privacy

Students and staff have no expectation of confidentiality or privacy with respect to the usage or content of a district-issued Chromebook, other than as specifically provided by law. The District may, without prior notice or consent, log, supervise, access, view, monitor, and record use of district Chromebooks at school, or away from school. Chromebooks are subject to confiscation at any time and without prior notice. By using a Chromebook, students and staff agree to such access, monitoring, and recording of their use.

Repairing or Replacing your Chromebook

Device Warranty

- Chromebooks include a 1 year hardware warranty from the manufacturer.
- The manufacturer warrants the Chromebook from defects in materials and workmanship.
- Manufacturer warranty does not cover repairs required due to accidental or intentional damage.

Protection / Insurance Plans

Protection plans, accidental damage insurance, or similar insurance plans, are currently not offered or required by Lake Dallas ISD.

Lake Dallas ISD does not cover for loss of the Chromebook and/or its accessories, cosmetic damage, or damages caused by intentional misuse and/or abuse. (see below for accidental damage)

Repair Procedures and Costs

Lake Dallas ISD does not charge a usage fee for district Chromebooks.

If the student/staff Chromebook is properly cared for, the student/staff member will not have to pay any money out of pocket for the use of the device.

In the event of damage to the device, the following apply:

- Students or staff who need to have their Chromebook repaired or replaced should leave the device with the designated school employee at each issuing campus to be logged for repair.
- The campus employee receiving the device will document the issue for the technology department in School Dude Help Desk. Once a ticket has been submitted into School Dude, the technology department will collect the device for repair.
- If one is available, a loaner Chromebook will be issued to the student/staff member. If repair or replacement is needed due to malicious damage, the school may refuse to provide a loaner or reissue a Chromebook. Provision of a loaner or replacement device will be at the discretion of the campus principal.
- Students and staff will be notified via their school Gmail account when their Chromebook has been repaired. Repaired Chromebooks can be picked up at the designated area at each campus.
- A repaired Chromebook may need to be restored to its original settings. In these instances, locally stored files may not be recoverable.
- Warranty repairs or hardware failures not due to misuse will be repaired at no cost to the student or staff member.
- Out-of-warranty repairs or hardware failures not due to misuse will be repaired at no cost to the student or staff member.
- The cost for repairs due to accidental damage will be handled in the following sequence:
 - First occurrence, no charge.
 - Second occurrence, \$75 flat fee.
 - Third and subsequent occurrences, 100% of the total repair cost will be charged to the student/parent.
 - After the third damage occurrence, or at the discretion of the campus principal, the device use by the student or staff member can be revoked.

- The cost for repair due to intentional damage will be charged to the student/parent/staff member at 100% of the replacement cost of the device. Furthermore, at the discretion of the campus principal, use of a district device by the student or staff member can be revoked.

In the event of loss or theft of the device, the following apply:

- For loss of the device, 100% of the replacement cost of the device will be charged to the student/parent/staff member. Replacement will be at the discretion of the campus principal.
- Replacement cost for theft of the device will be assessed on a case-by-case basis. Replacement will be at the discretion of the campus principal.

Related Documents

LDISD Device Assignment – Student Agreement (<https://www.ldisd.net/Page/7597>)

LDISD Device Assignment – Staff Agreement (<https://www.ldisd.net/Page/7597>)

LDISD Acceptable Use Policy (Student, <https://www.ldisd.net/Domain/1530> and Employee Handbooks, <https://www.ldisd.net/Page/1660>)

LDISD – 1-page Chromebook Quick Reference (<https://www.ldisd.net/Page/7597>)

Date : 8/14/2020

End-of-Course (EOC) Assessments

[See Graduation on page 83 and Standardized Testing on page 110.]

English Learners (All Grade Levels)

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

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

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR Spanish, as mentioned at Standardized Testing on page 110, may be administered to an English learner up to grade 5. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to English learners who qualify for services.

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

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

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships.

Some extracurricular activities may include off-campus events. Students are required to use transportation provided by the district to and from the events. Exceptions may only be made with the approval of the activity's coach or sponsor. [See Transportation on page 113.]

Eligibility for 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 and parents can access the UIL Parent Information Manual at [UIL Parent Information Manual](#). A hard copy can be provided by the coach or sponsor of the activity on request.

To report alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of TEA at (512) 463-9581 or curriculum@tea.texas.gov.

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

Student safety in extracurricular activities is a priority of the district. Parents are entitled to review the district's records regarding the age of each football helmet used by the campus, including when a helmet has been reconditioned.

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

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

In addition, the following applies to all extracurricular activities:

- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- A student is allowed in a school year up to 10 absences not related to post-district competition, a maximum of 5 absences for post-district competition prior to state, and a maximum of 2 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 be considered 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.

Offices and Elections

Certain clubs, organizations, and performing groups will hold elections for student officers. These groups include: the student council, high school class level elections and specific clubs and organizations at the high school and middle school.

Fees (All Grade Levels)

Basic educational program materials are provided at no charge to a student. However, a student is expected to provide his or her own supplies, such as pencils, paper, erasers, and notebooks. A student may also be required to pay certain other costs, fees, or deposits, including:

- Materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations.
- Admission fees to extracurricular activities.

- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student health and accident insurance.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses.
- 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 114.]
- A fee not to exceed \$50 for an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a course taken through the Texas Virtual School Network (TXVSN).

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

Fundraising (All Grade Levels)

Student groups or classes and/or parent groups may be permitted to conduct fundraising drives for approved school purposes in accordance with administrative regulations. [See policies FJ and GE for more information.]

Gang-Free Zones (All Grade Levels)

Certain criminal offenses, including gang-related crimes, will be enhanced to the next-highest category of offense if they are committed in a gang-free zone. Gang-free zones include a school bus and any 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 40.]

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)
19	Grade 12 (Senior)

Grading Guidelines (All Grade Levels)

Approved grading guidelines for each grade level or course will be communicated to students and their parents by the classroom teacher. These guidelines establish:

- The minimum number of assignments, projects, and examinations required for each grading period;
- How the student’s mastery of concepts and achievement will be communicated (i.e., letter grades, numerical averages, checklist of required skills, etc.);
- Circumstances under which a student will be allowed to redo an assignment or retake an examination the student originally failed; and
- Procedures for a student to follow after an absence.

[See Report Cards/Progress Reports and Conferences on page 104 for additional information on grading guidelines.]

Secondary (Grades 6-12)

The assigning of a grade in a particular course should reflect a student’s mastery of the skills and content of the course. Report card grades shall be assigned according to the following criteria:

Summative Activities such as Major Projects and Tests

Before a summative (major) grade is assigned, the teacher is to have adequately taught the concept and the student is to have had sufficient opportunity to master the concept being evaluated. This process includes using appropriate checks for understanding, guided practice, and independent practice before summative assessment. Major or long term projects should be closely monitored and assigned two or three formative grades at set intervals prior to the summative grade. If a project or assignment merits more than one summative grade (multiple grades), each grade should represent a different component of the project. AP and Pre-AP summer assignments are exempt from the restrictions contained in this paragraph.

Formative activities include homework, class work, daily quizzes, and class participation. These grades should be a balanced representation of the types of work completed during the course of the nine-weeks-grading period.

Grades (and all portions of grades) shall not be awarded or reduced for any non-academic activities such as compliance grades (or points) for returning a report card, incomplete paper headings, etc.

Course assignments and unit evaluation shall be given to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.

An incomplete (I) will be issued based on the following criteria:

1. Nonattendance in class,
2. Zero assignments turned in,
3. Enrolling the last fifteen days of the grading period without grades from the previous school,
4. Withdrawing prior to end of the grading period.

Students are responsible for completing assigned work in a satisfactory manner and within the timelines specified. Teachers shall ensure that students are aware of missed assignments and shall make every reasonable effort to assist students in completing the work. If a grade of "0" is assigned to a student, the teacher will inform the student and contact the parents if problem persists.

In determining report card grades, a variety of assessment strategies should be used.

Communication Timelines and Review of Materials

- Work that is graded shall be returned and recorded in the Gradebook within three (3) class days of the date received by the teacher. Exceptions shall be discussed with the campus principal for approval.
- Students shall have the right to review their test scores. All tests given shall be graded, returned and recorded within three (3) class days of the date the test was administered.
- Upon student/parent request, students shall have all graded tests (including test questions) returned for their personal records. Exceptions will be district created assessments. These tests may be reviewed at the parent's request by the student and the parents.

Homework

Homework should be evaluated in a timely manner and used as a method to provide students with specific feedback on their performance of the assigned tasks. Homework should only be assigned for reinforcement of skills and concepts taught in class.

Late Work

Students are responsible for completing assigned work in a satisfactory manner and within the timelines specified. Teachers shall ensure that students are aware of missed assignments and shall make every reasonable effort to assist students in completing the work. Teachers may allow a student a reasonable opportunity to make up or re-do a class assignment or exam for which the student received a failing grade.

In the spirit of our mission to increase rigor and student expectations, the following criteria are to serve as guidelines for calculating grades for late work.

- Assignment submitted on time may receive full credit
- Assignments submitted after the deadline may be reduced up to 10%. The assignment can be reduced an additional 10% each subsequent week after the original deadline. All late work is due four days before the end of the grading period.

Example: Mr. Smith assigns an assignment worth 100 points due on September 1st. The highest point value available for this assignment on September 2nd is a 90. Each week following the original due date, the grade may be deducted 10 additional points. If Mr. Smith assigns an assignment worth 50 points, the assignment would be deducted 5 points after the due date and an additional 5 points each week it is late.

Make-Up Work

All students shall be allowed to make up work when they are absent from class.

- Students shall have a time equal to days absent from class plus one day to complete all missed assignments.
- Under extenuating circumstances such as long-term illness or family emergencies, teachers may choose to give students more than one day for each day missed to make-up assignments.
- In situations where the assignments were given before the student was absent, a shorter time frame may be required at the teacher's discretion.
- Make-up tests or quizzes should be administered during tutorial time to prevent the student from missing additional class time; however, students who cannot attend tutorials must be given the opportunity to make up this work during the regular school day. Modifications of this procedure, which may require administrative approval, should be discussed with the appropriate administrator in a timely manner.

Progress Reports

At the end of first six-weeks of the first grading period and during the fourth week of each 9-week grading period thereafter, progress reports will be given to every student. Students are to return the progress report signed by a parent if the average is below 70. Documentation shall be maintained by the teacher.

If a progress report is not returned, the teacher will initiate parent contact for any student whose average is below 70. This parent contact date and method shall be documented and maintained by the teacher.

The time period after the progress report but before the report card is an important period to monitor a student's cumulative grade. When a student's grade drops from passing to failing after the progress report has been issued, parents must be notified immediately by the teacher in writing or by phone. Documentation of contact shall be kept by the teacher for verification purposes.

Curriculum Mastery

Course credit shall be based on mastery of the curriculum.

Standards for Mastery

Mastery shall be determined as follows:

- Course assignments and unit evaluation shall be used to determine student grades in a subject.
- An average of 70 or higher shall be considered a passing grade.
- Special education students will be evaluated for success according to the achievement of the Individual Education Plan (IEP) goals and mastery expectations.

Reassessment Policy

A student is allowed to reassess one time for each major assessment within the same grading period if the student does the following:

- Student formally requests to reassess and provides reasoning
- Attends at least one tutorial session between the original exam date and the date
- Provides evidence to the teacher of progression in the learning of the tested concepts

The student can earn up to 85% with the higher of two assessments being recorded.

This reassessment policy would not include summative assessments classified as project based. Projects can include but are not limited to presentations, physical or electronic products, speeches, lab reports, writings assignments, etc.

Project-Based Assessment Guidelines

- Project is assessed using a rubric with clear criteria that is given to the students at the time the project is assigned.
- Project scoring criteria is clearly communicated to course standards.
- Project is broken down into parts:
 - Each part is given a suggested due date prior to the deadline of the completed project.
 - Each part is assessed and is given feedback, providing several checkpoints for the student to measure his or her progress.

A teacher shall reteach and reassess a class when the class average on a summative assessment is below 70%.

Tutorials

All students are eligible for tutorials. Tutorials are especially encouraged for students under the following criteria:

- Grade average is failing.
- Grade average is 70-75, (in danger of failing)
- Following student's absences

For documentation purposes, student attendance at tutorials will be recorded.

GRADES 6-8 GRADING INFORMATION

In grades 6-8, all grades shall reflect student performance in the Texas Essential Knowledge and Skills. Students shall receive numerical scores in all subjects. Teachers of core subjects will enter at least eight minor and three major grades per nine-week grading period.

Grades shall be determined from a composite of the following: daily papers; notebooks; quizzes; homework assignments; teacher observations of participation, skills, demonstrations, or performances; short compositions; unit, chapter, or skills tests; projects; major reports/compositions; journals; and portfolios. Documentation of observable skills will be kept in a grade book. A grade that is determined from only one source is not acceptable.

Progress Reports

A written progress report shall be sent to the parents of all students. Parents shall also receive notification if the professional educator notes a substantial change in a student's performance at any point during the nine-week period.

Grading Period Averages and Report Cards

Students shall receive numerical scores in all subjects. In each regular and honors course, students will have at least one formative assessment each week of the grading period. Students will have at least three summative assessments each grading period. The end of the grading period report card will be calculated by weighting minor assessments at 60% and major assessments at 40%.

The following marking system shall be used on the students' work, in the grade book, and on the report card:

All Subject Marking System
90-100 = A
80-89 = B
70-79 = C
0-69 = F

In addition to the nine-week report card, parents of students with disabilities will receive a report detailing the following:

- The student's progress toward annual goals specified in the Individualized Education Program;
- The extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year.

The campus principal will designate the personnel responsible for these reports.

Semester Averages

The semester average shall be computed as follows:

Grading Period	Portion of Yearly Average
Grading Period 1	47.5% of first semester average
Grading Period 2	47.5% of first semester average
First Semester Exam	5% of first semester average
First Semester	½ of yearly average
Grading Period 4	47.5% of first semester average
Grading Period 5	47.5% of first semester average
Second Semester Exam	5% of first semester average
Second Semester	½ of yearly average
Yearly Average	1st and 2nd semester grades averaged

Note: A yearly grade will not be given in one-semester courses.

Middle School Final Exam Policy

Final exams will be reduced to 5% of the student’s semester grade in non-high school courses. High school courses will follow the LDHS Final Exam Policy. The maximum number of questions on a final exam is 50. If a project is assigned in lieu of a traditional assessment, teachers will give two formative assessment grades in the grading period and one summative assessment grade in the “Semester Final” column.

Credit Earned for High School Level Courses

Courses that may earn high school credit will be weighted according to the high school course averages described above. Credit for all high school level courses will be awarded by semester. To receive credit for a course, a student must maintain an average of 70% or above for the semester. Credit for both semesters shall be earned by a student:

- Who earns passing grades for both semesters; or
- Whose average of both semesters is 70 percent or greater;
- For a single semester course (1/2 credit) credit is awarded if the final grade average is 70 or greater.

Grading Deadlines

Any assignments or assessments given the last week of the grading period will count towards the following grading period. This week is designed for reteaching needed concepts, reinforcing learning, or providing for extension in learned concepts.

GRADES 9-12 GRADING INFORMATION

In grades 9-12, all grades shall reflect student performance in the Texas Essential Knowledge and Skills (TEKS). Grades shall be determined from a composite of the following: daily papers; notebooks; quizzes; homework assignments; teacher observations of participation, skills, demonstrations, or performances; short compositions; unit, chapter, or skills tests; projects; major reports/compositions; journals; and portfolios. Documentation of observable skills will be kept in a grade book. A grade that is determined from only one source is not acceptable.

Progress Reports

A written progress report shall be sent at least once during the grading period to parents of students with an average grade of less than 75 in any subject. Parents shall also receive written notification if the professional educator notes a substantial change in a student's performance at any point during the nine weeks period.

Final Exams

Students are not permitted to take semester exams prior to the regular scheduled date unless approved by the principal. If exams are missed, they must be taken within two weeks after the exam date. If an exam is not taken on schedule or within the two-week period, a zero will be recorded for the exam. Exceptions must be approved by the principal prior to the missed exam. The HS will now implement Fall & Spring exemptions for all courses. Final Exams will be 15% of the student's semester grade.

Grading Period Averages and Report Cards

Students shall receive numerical scores in all subjects. In each regular and honors course, students will have at least one formative assessment each week of the grading period. Students will have at least three summative assessments each grading period. The end of the grading period report card will be calculated by weighting minor assessments at 60% and major assessments at 40%.

AP courses adhere College Board guidelines

Dual Credit courses adhere to their affiliated university's guidelines

All Subject Marking System
90-100 = A
80-89 = B
70-79 = C
0-69 = F

Course Averages

The course average for classes shall be computed as follows:

Grading Period	Portion of Yearly Average
Grading Period 1	42.5% of first semester average

Grading Period 2	42.5% of first semester average
First Semester Exam	15% of first semester average
First Semester	½ of yearly average
Grading Period 4	42.5% of second semester average
Grading Period 5	42.5% of second semester average
Second Semester Exam	15% of second semester average
Second Semester	½ of yearly average
Yearly Average	1st and 2nd semester grades averaged

Credit Earned for High School Level Courses

Credit for all high school level courses will be awarded by semester. To receive credit for a course, a student must maintain an average of 70% or above for the semester. Credit for both semesters shall be earned by a student:

- Who earns passing grades for both semesters; or
- Whose average of both semesters is 70 percent or greater;
- For a single semester course (1/2 credit) credit is awarded if the final grade average is 70 or greater.

Grading Deadlines

Any assignments or assessments given the last week of the grading period will count towards the following grading period. This week is designed for reteaching needed concepts, reinforcing learning, or providing for extension in learned concepts.

Lake Dallas Secondary Schools’ Academic Integrity Policy

Academic integrity is necessary to fulfill our district’s mission statement to “engage all students to reach their full academic and social potential.” In order to reach our goal of academic excellence, it is necessary to fully outline an honor code and consequences for violations of this code. As students enter colleges, universities, and workplaces, honesty will be expected, and dishonesty will come with serious penalty. Such penalties at that time could include automatic course failure, expulsion, and loss of employment. To prepare our students to their fullest potential, cheating, dishonesty and plagiarism will not be tolerated in Lake Dallas Independent School District. All offenses will accumulate in an Academic Integrity Folder for the duration of a student’s high school career.

- Cheating is defined in Dictionary.com as: “to practice fraud or deceit, to violate rules or regulations or to take an examination or test in a dishonest way, as by improper access to answers.”
- Some examples of cheating are, but are not limited to, the following:
- Submitting someone else’s work as your own.

- Allowing someone else to use your work to submit as his/her own.
- Looking at another student's answers with or without his/her knowledge and using them as your own answer on either daily or assessment assignments.
- Doing someone else's work for them.
- Submitting work done by your parent, sibling or friend as your own.
- Discussing or revealing questions on a quiz or test to someone who has not yet taken the test.
- Using an electronic device to gain knowledge or retrieve answers during a test.
- Use of crib or cliff notes without teacher's permission.
- Programming a calculator to assist you on a test.
- Dishonesty is defined in Dictionary.com as: "disposed to lie, cheat, or steal; not worthy of trust or belief." Some examples of dishonesty are, but are not limited to, the following:
 - Agreeing with others to commit academic dishonesty.
 - False reporting on experiments or reporting results that did not occur.

Plagiarism is defined in Dictionary.com as: "the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work, as by not crediting the author." Some examples of plagiarism are, but are not limited to, the following:

- Purchasing or receiving in any manner another person's work and submitting it for a grade, such as a research paper.
- Presenting anything as an original idea that was original work of another person.
- Directly quoting or paraphrasing another's written or spoken words without notating and giving that person credit.

First Unintentional Plagiarism Offense

This occurs when a student has plagiarized a part of a paper, as a result of misunderstanding proper documentation techniques. An offense may be deemed unintentional only during the freshman year, or for recent transfer students. This unintentional offense is not applicable for any AP or Pre AP students. The teacher will schedule a meeting with the student to identify the plagiarism and how it should be corrected. The following are the possible actions taken:

Student Actions	Teacher Actions
Meet with the teacher and make the corrections	Report unintentional offense, grade reflects corrections.
Refuse to meet and or make corrections	Report unintentional offense, grade will be a zero.

First Offense Consequences

Actions	Consequence(s)	Responsible Party
Document cheating/dishonesty/plagiarism occurrence or observation.		Classroom Teacher
Conference with student to determine if cheating/dishonesty/plagiarism occurred.		Classroom Teacher
If it is concluded that infraction occurred report to incident to campus administrator.		Classroom Teacher
Mandatory contact with parent <ul style="list-style-type: none"> · Identify consequences administered. · Document the contact. 	<ul style="list-style-type: none"> · Possible 1 day in ISS. · Possible removal from NHS. · Documentation placed in Academic Integrity folder as part of permanent record 	Campus Administrator
Assignment Grade	<ul style="list-style-type: none"> · Zero on assignment 	Classroom Teacher
Inform the following Campus Staff: <ul style="list-style-type: none"> · Academic Integrity Committee · Coach(es) pertinent to student involvement · Sponsor(s) pertinent to student involvement · National Honor Society Sponsor 		Classroom Teacher
Turn in documentation to the administrator to be placed in the student's Academic Integrity Folder.		Classroom Teacher

Second Offense Consequences

Actions	Consequences	Responsible Party
Document cheating/dishonesty/plagiarism occurrence or observation.		Classroom Teacher
Conference with student to determine if cheating/dishonesty/plagiarism occurred.		Classroom Teacher

<p>If it is concluded that an infraction occurred report to incident to campus administrator.</p>	<p>Classroom Teacher</p>	
<p>Mandatory contact with parent</p> <ul style="list-style-type: none"> · Document the contact. · Setup Mandatory Meeting. Attendees could include: <ul style="list-style-type: none"> ○ Parent ○ Student ○ Counselor ○ Campus Administrator ○ Organization Sponsors ○ Member of Academic Integrity Committee 	<ul style="list-style-type: none"> · Possible 2 days in ISS · Possible removal from Pre-AP /AP course in which the incident occurred. · Possible removal from NHS. · Documentation placed in Academic Integrity Folder as part of permanent file 	<p>Campus Administrator</p>
<p>Documentation needed for meeting:</p> <ul style="list-style-type: none"> · Documentation of work in question · Copy of district Academic Integrity Policy 	<p>Campus Administrator And/or Classroom Teacher</p>	
<p>Assignment Grade</p>	<ul style="list-style-type: none"> · Zero on assignment 	<p>Classroom Teacher</p>
<p>Inform the following Campus Staff:</p> <ul style="list-style-type: none"> · Academic Integrity Committee · Coaches) pertinent to student involvement · Sponsor(s) pertinent to student involvement · National Honor Society Sponsor 	<p>Classroom Teacher and/or Campus Administrator</p>	
<p>Turn in documentation to the administrator to be placed in the student's Academic Integrity Folder.</p>	<p>Classroom Teacher</p>	

Third Offense Consequences

Actions	Consequences	Responsible Party
Document cheating/dishonesty/plagiarism occurrence or observation.		Classroom Teacher
Conference with student to determine if cheating/dishonesty/plagiarism occurred.		Classroom Teacher
If it is concluded that infraction occurred report to incident to campus administrator.		Classroom Teacher
Mandatory contact with parent <ul style="list-style-type: none"> · Document the contact. · Setup Mandatory Meeting. Attendees could include: <ul style="list-style-type: none"> ○ Parent ○ Student ○ Counselor ○ Campus Administrator ○ Organization Sponsors ○ Member of Academic Integrity Team 	<ul style="list-style-type: none"> · Suspension · Removal from Pre-AP / AP course in which the incident occurred. · Removal from NHS. · Possible ineligibility for any extra curricular activities. · Documentation placed in Academic Integrity Folder as part of permanent file 	Campus Administrator
Documentation needed for meeting: <ul style="list-style-type: none"> · Documentation of work in question · Copy of district Academic Integrity Policy 		Campus Administrator And/or Classroom Teacher
Assignment Grade	· Zero on assignment	Classroom Teacher
Inform the following Campus Staff: <ul style="list-style-type: none"> · Academic Integrity Committee · Coach(es) pertinent to student involvement · Sponsor(s) pertinent to student involvement · National Honor Society Sponsor 		Classroom Teacher and/or Campus Administrator
Turn in documentation to the administrator to be placed in the student's Academic Integrity Folder.		Classroom Teacher

Graduation (Secondary Grade Levels Only)

Requirements for a Diploma

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

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

Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education (SBOE).

Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on EOC assessments in:

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

A student who does not achieve a sufficient score will have opportunities to retake an assessment.

State law allows a student to meet EOC requirements by substituting satisfactory performance on norm-referenced national standardized assessments or on the state-developed assessment used for entrance into Texas public universities. [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 in the applicable content area. This may require the student's participation outside normal school operating times.

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

[See Standardized Testing on page 110.]

Foundation Graduation Program

Every Texas public school student will graduate under the foundation graduation program. The foundation graduation program features endorsements, which are paths of interest that include:

- Science, Technology, Engineering, and Mathematics (STEM);
- Business and Industry;
- Public Service;
- Arts and Humanities; and
- Multidisciplinary Studies.

Endorsements earned by a student will be noted on the student's transcript.

A student can complete the foundation graduation program with a "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, as described on page 86.

State law prohibits 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 wishes to attend a four-year university or college after graduation must carefully consider whether graduation under the foundation program without an endorsement will satisfy the admission requirements of the student's desired college or university.

A student graduating under the foundation graduation program can also earn performance acknowledgments on his or her transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy, in a dual credit course, on an AP or IB examination, on certain national college preparatory and readiness or college entrance examinations, or for earning a license or certificate recognized at the state, national, or international level. The school counselor can provide more information about these acknowledgments.

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

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

Credits Required

The foundation graduation program requires completion of the following credits:

Course Area	Number of Credits: Foundation Graduation Program	Number of Credits: Foundation Graduation Program with an Endorsement
English/Language Arts	4	4
Mathematics	3	4
Science	3	4
Social Studies, including Economics	3	3
Physical Education	1	1
Languages other than English	2	2
Fine Arts	1	1
Speech	0.5	0.5
Health	0.5	0.5
Electives	4	6
Total	22 credits	26 credits

Additional considerations apply in some course areas, including:

- Mathematics. To obtain the distinguished level of achievement under the foundation graduation program, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits. A student's completion of the distinguished level of achievement is a requirement to be considered for automatic admission to a Texas four-year college or university and will be included on a student's transcript.
- Physical education. A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.
- Languages other than English. Students are required to earn 2 credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits.
 - In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

Available Endorsements

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

Personal Graduation Plans

A personal graduation plan will be developed for each high school student.

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

The school will review personal graduation plan options with each student entering grade 9 and his or her parent. Before the end of grade 9, a student and his or her parent will be required to sign off on a personal graduation plan that promotes college and workforce readiness, promotes career placement and advancement, and facilitates the transition from secondary to postsecondary education.

The student's personal graduation plan will outline an appropriate course sequence based on the student's choice of endorsement.

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

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

Available Course Options for All Graduation Programs

Each spring, the district will update students on the courses required or offered in each curriculum area so students can enroll for the upcoming school year.

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

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 a course in the required curriculum other than fine arts or career and technical education (CTE), the district will offer the course the following year either by teleconference or at the school from which the transfers were requested.

Certificates of Coursework Completion

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

Students with Disabilities

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

A student who receives special education services and has completed four years of high school but has not met the requirements of his or her IEP may participate in graduation ceremonies

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

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

ARD committees will make instructional and assessment decisions for students with disabilities who receive special education services in accordance with state law. A student who receives special education services may earn an endorsement under the foundation program. If the student's curriculum requirements for the endorsement were modified, the student's ARD committee will determine whether the modified curriculum is sufficiently rigorous to earn the endorsement. The ARD committee must also determine whether the student must perform satisfactorily on any end-of-course assessment to earn an endorsement.

Performance Acknowledgements

Dual Credit

- 12 college credit hours with a grade of 3.0 or higher
- Associate Degree

Bilingualism and Bi-literacy

Complete all ELA requirements with a minimum grade average of 80, and one of the following:

- 3 credits, same language, minimum grade average of 80 or higher
- Demonstrate proficiency in the TEKS for Level IV or higher in a language other than English with a minimum grade average of 80 or higher
- Completion of 3 credits in foundation subject area courses in a language other than English with a minimum grade average of 80
- Demonstrate proficiency in one or more languages other than English through:
 - score of 3 or higher on a CBAP exam,
 - performance on a national assessment of language proficiency in a language other than English, at least Intermediate High or equivalent.

In addition, student must have participated in and met the exit criteria for a bilingual or ESL program, scored at the Advanced High level on the TELPAS.

AP Exam

- Score of 3 or above on an AP exam

College Entrance Exam

- PSAT/NMSQT score that qualifies the student for recognition as a commended scholar or higher by the College Board
- Achieving college readiness benchmark score on at least 2 subject area tests on the ACT PLAN exam
- Earning a combined critical reading and math score of at least 1250 on the SAT
- Earning a composite score on the ACT of 28 (excluding writing)

Business/Industry Certification

- Complete a certification for business or industry

Foundation Plan Distinguished Program

A student may earn a distinguished level of achievement by successfully completing:

- 4 credits in math - including Algebra 2
- 4 credits in science
- remaining curriculum requirements
- curriculum requirements for at least 1 endorsement

A student must earn distinguished level of achievement to be eligible for top 10% automatic admission.

Graduation Activities

Graduation activities will include:

- Rose Cutting
- Graduation

Students who have met coursework requirements for graduation but have not yet demonstrated satisfactory performance on end-of-course assessments or been declared eligible to graduate by an individual graduation committee, if applicable, will be allowed to participate in graduation activities. Keep in mind that participating in the 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.

Students who are eligible to graduate but are assigned to a disciplinary alternative education program at the end of the school year will not be allowed to participate in the graduation ceremony and related graduation activities.

The following students and student groups shall be recognized at graduation ceremonies:

- Valedictorian
- Salutatorian

Graduation Speakers

Certain graduating students will be given an opportunity to speak at graduation ceremonies.

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

[See the Student Code of Conduct and policy FNA(LOCAL) for more information.]

[For student speakers at other school events, see Student Speakers on page 112.]

Graduation Expenses

Because students and parents will incur expenses to participate in the traditions of graduation—such as the purchase of invitations, senior ring, cap and gown, and senior picture—both the student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year. [See Fees on page 69.]

Scholarships and Grants

Students who have a financial need according to federal criteria and who complete the foundation graduation program may be eligible under the TEXAS Grant Program and the Teach for Texas Grant Program for scholarships and grants toward 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 40.]

Hazing (All Grade Levels)

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

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

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

[See Bullying on page 26 and policies FFI and FNCC for more information.]

Health—Physical and Mental

Illness (All Grade Levels)

When your child is ill, please contact the school to let us know he or she will not be attending that day.

State rules require schools to exclude students with certain illnesses from school for certain periods of time. For example, if a child has a fever over 100 degrees, he or she must stay out of school until fever-free for 24 hours without use of fever-reducing medications. Students with diarrheal illnesses must stay home until they are diarrhea-free without use of diarrhea-suppressing medications for 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, and the school nurse determines that the child should go home, the nurse will contact the parent.

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

The school nurse is available to answer any questions for parents who are concerned about whether or not their child should stay home.

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 (DSHS), Immunization Branch, can be honored by the district. This form may be obtained by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at [Affidavit Request for Exemption from Immunization](#). The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are:

- Diphtheria, tetanus, and pertussis;
- Rubeola (measles), mumps, and rubella;
- Polio;
- Hepatitis A;
- Hepatitis B;
- Varicella (chicken pox); and
- Meningococcal.

The school nurse can provide information on immunization requirements. 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 on page 94, 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.

[See the DSHS website: [Texas School & Child Care Facility Immunization Requirements](#) and policy FFAB(LEGAL) for more information.]

Lice (All Grade Levels)

Head lice is very common among children. Although not an illness or a disease, it spreads easily through head-to-head contact during play, sports, nap time, and when children share things like brushes, combs, hats, and headphones.

If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to determine whether the student needs to be picked up from school and to discuss a treatment plan using an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student undergoes one treatment, the parent should contact the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments, how best to get rid of lice, and how to prevent their return.

The district will provide notice to parents of elementary school students in the affected classroom without identifying the student with lice.

More information on head lice can be obtained from the DSHS website [Managing Head Lice in School Settings and at Home](#).

[See policy FFAA for more information.]

Medicine at School (All Grade Levels)

If a student must take medication during school hours, the student's parent must provide the medication. All medication, whether prescription or nonprescription, must be kept in the nurse's office and be administered by the nurse or another authorized district employee. A student may be 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, except that 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. Note: Insect repellent is considered a nonprescription medication.
- Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.

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

At the elementary level, a student's teacher or other district personnel will apply sunscreen to the student's exposed skin if the student brings the sunscreen to school and asks for help

applying it. A student at this level may apply his or her own sunscreen if the student is able to do so.

At the secondary level, a student may possess and apply sunscreen when necessary. If the student needs assistance with sunscreen application, please address the need 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.

Asthma and Severe Allergic Reactions

A student with asthma or severe allergic reaction (anaphylaxis) may 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 health-care provider and 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.

See also Food Allergies on page 95.

Steroids (Secondary Grade Levels Only)

State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for physician-prescribed medical use only.

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.

Mental Health Support (All Grade Levels)

The district has implemented programs to address the following mental health, behavioral health, and substance abuse concerns:

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

If a student has been hospitalized or placed in residential treatment for a mental health condition or substance abuse, the district has procedures to support the student's return to school. Please contact the district's mental health liaison for further information.

Teachers and other district employees may discuss a student's academic progress or behavior with the student's parents or another employee as appropriate; however, they are not permitted to recommend use of psychotropic drugs. A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication that is intended to alter perception, emotion, mood, or behavior.

A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. [See policy FFEB for more information.]

For related information, see:

- Consent to Conduct a Psychological Evaluation or Provide a Mental Health Care Service on page 5 for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information;
- Counseling on page 37 for the district's comprehensive school counseling program;
- Physical and Mental Health Resources on page 95 for campus and community mental and physical health resources; and
- Policies and Procedures that Promote Student Physical and Mental Health on page 95 for board-adopted policies and administrative procedures that promote student health.

Physical Activity Requirements

Middle School

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, in accordance with policies at EHAB, EHAC, EHBG, and FFA.

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

Temporary Restriction from Participation in Physical Education

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

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.

Physical Health Screenings / Examinations

Athletics Participation (Secondary Grade Levels Only)

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

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

This examination is required to be submitted annually to the district.

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

See the UIL's explanation of [sudden cardiac arrest](#) for more information.

Spinal Screening Program

School-based spinal screening helps identify adolescents with abnormal spinal curvature at an early stage, when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities. Spinal screening is non-invasive and conducted in accordance with the most recent, nationally accepted and peer-reviewed standards.

All students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature before the end of the school year. As appropriate, students will be referred for follow-up with their physician.

For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, contact the superintendent or see policy FFAA(LEGAL).

Other Examinations and Screenings (All Grade Levels)

Students are required to undergo a risk assessment for Type 2 diabetes at the same time the district screens students for hearing and vision issues or for abnormal spinal curvatures.

[See policy FFAA for more information.]

Special Health Concerns (All Grade Levels)

Bacterial Meningitis (All Grade Levels)

Please see the district's website at <https://www.ldisd.net/Page/1689> for information regarding meningitis.

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

[See Immunization on page 90.]

Diabetes

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

Food Allergies (All Grade Levels)

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

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

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 <https://www.ldisd.net/Page/1899>.

[See Celebrations on page 29 and policy FFAF for more information.]

Seizures (All Grade Levels)

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

[See A Student with Physical or Mental Impairments Protected under Section 504 on page 21 and contact the school nurse for more information.]

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 cigarette (e-cigarette), or any other electronic vaporizing device while on school property 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 FNCD and GKA for more information.]

Health-Related Resources, Policies, and Procedures

Physical and Mental Health Resources (All Grade Levels)

Parents and students in need of assistance with physical health should contact the campus nurse and mental health concerns may contact the schools counselor. These professionals will be able to put you in contact with community resources as appropriate to your child's need.

Policies and Procedures that Promote Student Physical and Mental Health (All Grade Levels)

The district has adopted board policies that promote student physical and mental health. (LOCAL) policies on the topics below can be found in the district's policy manual, available at <https://pol.tasb.org/Home/Index/392>

- Food and nutrition management: CO, COA, COB

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

In addition, the District Improvement Plan details the district's strategies to improve student performance through evidence-based practices that address physical and mental health. The district has developed administrative procedures as necessary to implement these policies and plans.

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

During the preceding school year, the district's School Health Advisory Council (SHAC) held four meetings. Additional information regarding the district's SHAC is available from this [link](#).

[See Human Sexuality Instruction on page 9 and policies BDF and EHAA. for more information.]

Student Wellness Policy/Wellness Plan (All Grade Levels)

To encourage healthy habits in our students, the district has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement it. You are encouraged to contact Diane Ramirez, MS,RN, MCSN at dramirez@ldisd.net with questions about the content or implementation of the district's wellness policy and plan.

Homework (All Grade Levels)

See Grading Guidelines on page 71.

Law Enforcement Agencies (All Grade Levels)

Questioning of Students

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal will cooperate fully regarding the conditions of the interview, including

without parental consent, if necessary, if it 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 the student at school.
- Ordinarily make reasonable efforts to notify the parents, unless the interviewer raises what the principal considers to be a valid objection.
- Ordinarily be present for the questioning or interview, unless the interviewer raises what the principal considers to be a valid objection.

Students Taken into Custody

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

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

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

The principal will immediately notify the superintendent and will attempt to notify the parent, unless the legally 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 legally authorized person, any notification will most likely be after the fact.

Notification of Law Violations

The district is required by state law to notify:

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

- All instructional and support personnel who have regular contact with a student who is thought to have committed certain offenses or who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors.
- All appropriate district personnel regarding a student who is required to register as a sex offender.

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

Leaving Campus (All Grade Levels)

Remember that student attendance is crucial. Appointments should be scheduled outside of school hours if possible. Absent extenuating circumstances, students will not regularly be released before the end of the school day.

State rules require parental consent before any student leaves campus for any part of the school day.

For students in elementary and middle school, a parent or authorized adult must come to the office and show identification to sign the student out. A campus representative will ask the student to report to the office. For safety purposes and stability of the learning environment, we cannot allow any unescorted adult to go to the classroom or other area 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.

The same process applies to students in high school. If the student's parent authorizes the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office no later than two hours prior to the student's need to leave campus. A phone call from the parent may be accepted, but the school may ultimately require a note for documentation purposes. 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 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 the parent directs district personnel to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures listed above. If a student is permitted by his or her parent to leave campus unaccompanied, the nurse will document the time of day the student was released. Under no circumstances will a student in elementary or middle school be released unaccompanied.

If a student is 18 years of age or is an emancipated minor, the student may sign him- or herself out of school. Documentation regarding the reason for the absence will be required.

During Lunch

All LDISD campuses are closed; therefore students are not allowed to leave during 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. A student who loses an item should check the lost and found box. The district discourages bringing personal items of high monetary value to school, 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)

A teacher may assign makeup work to a student who misses class based on instructional objectives and the needs of the student in mastering the essential knowledge and skills or meeting subject or course requirements.

The student will be responsible for obtaining and completing the makeup work 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.

The student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time so that the teacher and student may plan any makeup work. Please remember the importance of student attendance at school and that, even though absences may be excused or unexcused, all absences account for the 90 percent threshold regarding the state laws surrounding “attendance for credit or final grade.” [See Attendance for Credit or Final Grade on page 24.]

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

DAEP Makeup Work

Elementary and Middle/Junior High School Grade Levels

Elementary and middle school students will follow the their home campus’s guidelines for make-up work

Grades 9–12

If a high school student is enrolled in a foundation curriculum course at the time of removal to a disciplinary alternative education program (DAEP), he or she will have an opportunity to complete the course before the beginning of the next school year. 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) for more information.]

In-School Suspension (ISS) and Out-of-School Suspension (OSS) Makeup Work (All Grade Levels)

Alternative Means to Receive Coursework

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

Opportunity to Complete Courses

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

Nondiscrimination Statement (All Grade Levels)

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

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

Other federal laws that prohibit discrimination include Title VI, Section 504, the Age Discrimination Act, the Boy Scouts Act, and Title II.

The district has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment: Ms. Karla Landrum, Executive Director of Human Resources, 104 Swisher Rd., Lake Dallas, TX 75065, 940.4037. Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described at FFH(LOCAL).

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

- For concerns regarding discrimination on the basis of disability, see the ADA/Section 504 Coordinator: Ms. Stephanie Payne, Coordinator of Assessment, 504, and Counseling, 104 Swisher Rd., Lake Dallas, TX 75065, 940.4039.
- For all other concerns regarding discrimination, see the superintendent: Dr. Gayle Stinson, 104 Swisher Rd., Lake Dallas, TX 75065, 940.497.4039.

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

Nontraditional Academic Programs (All Grade Levels)

LDHS Academic Advisors can provide information; answer questions and help students enroll in non-traditional courses. The following options are available to Lake Dallas I.S.D. students.

Parent and Family Engagement (All Grade Levels)

Working Together

Experience and research tell us that a child succeeds in education with good communication and a strong partnership between home and school. A parent's 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 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 37.]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See Report Cards/Progress Reports and Conferences on page 104.]
- Becoming a school volunteer. [See Volunteers on page 116 and policy GKG for more information.]
- Participating in campus parent organizations. Parent organizations include: *Watch D.O.G.S and PTA*.
- Serving as a parent representative on the district-level or campus-level planning committees that develop educational goals and plans to improve student achievement. [Contact your child's campus principal and see policies BQA and BQB, for more information.]
- Serving on the School Health Advisory Council (SHAC) and assisting the district in aligning local community values with health education instruction and other wellness issues. [See School Health Advisory Council (SHAC) on page 95 and policies BDF, EHAA, FFA for more information.]
- 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. Regular board meetings are held on the third Monday of each month at 5:30 p.m. Lake Dallas Central Services located at 104 Swisher Road in Lake Dallas, Texas 75065. An agenda for a regular or special meeting is posted no later than 72 hours before each meeting at Lake Dallas Central Services and online at <https://v3.boardbook.org/Public/PublicHome.aspx?ak=61912>. [See policies BE and BED for more information.]

Parking and Parking Permits (Secondary Grade Levels Only)

A student must present a valid driver's license and proof of insurance to be eligible for a parking permit.

Students must request a parking permit to park in a school parking lot. So long as space is available, parking permits may be issued throughout the year.

Students will not be permitted to:

- Speed.
- Double-park.
- Park across a white or yellow line.
- Park in a fire lane.
- Sit in parked cars during school hours.

Students may be subject to disciplinary action for violation of these rules. The district may tow cars that are parked in violation of these rules.

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 10.]

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 in remembrance of those who lost their lives on September 11, 2001, at the beginning of the first class period when September 11 falls on a regular school day.

[See policy EC for more information.]

Prayer (All Grade Levels)

Each student has a right to pray individually, voluntarily, and silently or to meditate in school in a manner that does not disrupt school activities. The school will not encourage, require, or coerce a student to engage in or 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 proficiency. In making promotion decisions, the district will consider:

- Teacher recommendation,
- Grades,
- Scores on criterion-referenced or state-mandated assessments, 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.

Middle School Grade Levels

Promotion and retention is governed by *EIE(LOCAL)*.

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.

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 high-school credit course with a corresponding end-of-course (EOC) assessment, 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 110.]

A student in grade 5 or 8 will have two opportunities to retake 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.

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 for more information.]

Certain students—some with disabilities and some classified as English learners—may be eligible for exemptions, accommodations, or deferred testing. An admission, review, and dismissal (ARD) committee meeting will be convened if a student receiving special education services in grade 5 or 8 fails to meet satisfactory performance after the first STAAR

administrations in reading or math. For more information, see the principal, school counselor, or special education director.

A student at or above grade 3 who does not perform satisfactorily on his or her state-mandated examinations will participate in special instructional programs designed to improve performance. The district will notify the parent of their child's participation in this program. 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 a middle-school student who does not perform satisfactorily on his or her state-mandated examinations, a school official will prepare a personal graduation plan (PGP). School officials will also develop a PGP for a middle-school student who is determined by the district to be unlikely to earn a high school diploma within five years of high school enrollment. 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. [See the principal and policy EIF(LEGAL) for more information.] 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.

[See Personal Graduation Plans on page 86 for information related to the development of personal graduation plans for high school students.]

High School Grade Levels

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

A student in grades 9–12 will be advanced a grade level based on the number of course credits earned. [See Grade Level Classification on page 71.]

Students will also have multiple opportunities to retake EOC assessments. [See Graduation on page 83 and Standardized Testing on page 110.]

Release of Students from School

[See Leaving Campus on page 98.]

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

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

At the end of the first six-weeks of the first grading period and during the fourth week of the other nine-week grading period, parents will receive a progress report of their child's academic performance. [See Working Together on page 101 for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the principal pursuant to the board-adopted policy. Grading guidelines are designed to reflect each student's relative mastery of each assignment. 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 Grading Guidelines on page 71 and policy EIA(LOCAL) for more information.]

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.

Report cards and unsatisfactory progress reports must be signed by the parent and returned to the school within three days. The district may communicate academic information about a student electronically, including for progress reporting purposes. An electronic signature will be accepted by the district, but parents are entitled to request a handwritten signature of acknowledgment instead.

Retaliation

[See Dating Violence, Discrimination, Harassment, and Retaliation on page 40.]

Safety (All Grade Levels)

Student safety on campus, at school-related events, and in district vehicles is a high priority of the district. 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 all behavioral standards in this handbook and the Student Code of Conduct or set by district employees.
- Remain alert to any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member, and promptly report any incidents to a district employee. A student may make anonymous reports about safety concerns through the [Say Something Anonymous Reporting System](#).
- 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.

Insurance for Career and Technical Education (CTE) Programs

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

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

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

Preparedness Training: CPR and Stop the Bleed

The district will annually offer instruction in CPR at least once to students enrolled in grades 7–12. The instruction can be provided as part of any course and is not required to result in CPR certification.

The district will annually offer students in grades 7–12 instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see [Homeland Security's Stop the Bleed](#) and [Stop the Bleed Texas](#).

Emergency Medical Treatment and Information

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, all parents are asked each year to complete an emergency care consent form. Parents should contact the school nurse to update emergency care information (name of doctor, emergency phone numbers, allergies, etc.).

Emergency School Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information in the event that the district needs to notify parents of early dismissal, delayed opening, or restricted access to a campus because of severe weather, a security threat, or another emergency cause.

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 changes.

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community in the following ways: District website, Facebook, Twitter, and local news stations

[See Communications-Automated, Emergency on page 34.]

SAT, ACT, and Other Standardized Tests

[See Standardized Testing on page 110.]

Schedule Changes (Middle/Junior High and High School Grade Levels)

Students or parents should contact your child's Counselor/ Academic Advisor for information about schedule changes.

School Facilities

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 central administrative office. If you have any questions or would like to examine the district's plan in more detail, please contact Mr. David Talbert, the district's designated asbestos coordinator, at dtalbert@ldisd.net.

Food and Nutrition 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.

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

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

See <http://www.ldisd.net/Page/3871> to apply for free or reduced-price meal services.

[See policy CO for more information.]

Parents should continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student may continue to purchase meals according to the grace period set by the school board. The district will present the parent with a schedule of repayment for any outstanding account balance and an application for free or reduced meals.

If the district is unable to work out an agreement with the student's parent on replenishment of the meal account and payment of any outstanding balance, the student will receive a meal. The district will make every effort to avoid bringing attention to the student.

Vending Machines (All Grade Levels)

The district has adopted and implemented the state and federal policies for food service, including guidelines to restrict student access to vending machines. For more information regarding these policies and guidelines, see the Ms. Stephanie Reese, Director of Child Nutrition. [See policy FFA for more information.]

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, periodic indoor and outdoor pesticide use is sometimes necessary to ensure a safe, pest-free school environment.

All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area.

Parents who have questions or who want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area may contact Mr. David Talbert, the district's IPM coordinator, at dtalbert@ldisd.net.

Conduct Before and After School (All Grade Levels)

Teachers and administrators have full authority over student conduct at before- or after-school activities. Whether a school activity is on or off district premises, students are subject to the same rules of conduct that apply during the instructional day. Misbehavior 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.

Library (All Grade Levels)

The library is open for independent student use during the following times with a teacher permit: 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 posted times at each campus.

Use of Hallways during Class Time (All Grade Levels)

During class times, loitering or standing in the halls is not permitted, and 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.

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.

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.

Students must leave campus immediately after dismissal of school in the afternoon, unless the student is involved in an activity under the supervision of a teacher or other authorized employee or adult.

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.

School-Sponsored Field Trips (All Grade Levels)

The district periodically takes students on field trips for educational purposes.

A parent must provide permission for a student to participate in a field trip.

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

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

Searches

Searches in General (All Grade Levels)

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

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

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

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

District Property (All Grade Levels)

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

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

Metal Detectors (All Grade Levels)

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

Telecommunications and Other Electronic Devices (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 electronic devices will be conducted in accordance with law, and the device may be confiscated to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed.

[See Electronic Devices and Technology Resources on page 51 and policy FNF(LEGAL) for more information.]

Trained Dogs (All Grade Levels)

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

Drug Testing (Secondary Grade Levels Only)

[See Steroids on page 92.]

Vehicles on Campus (Secondary Grade Levels Only)

If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the district will contact the student's parents. If the parents also refuse to permit

the vehicle to be searched, the district may turn the matter over to law enforcement. The district may contact law enforcement even if permission to search is granted.

Sexual Harassment

[See Dating Violence, Discrimination, Harassment, and Retaliation on page 40.]

Special Programs (All Grade Levels)

The district provides special programs for gifted and talented students, students who are homeless, students in foster care, bilingual students, migrant students, English 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 campus administrators who can direct them to the appropriate coordinator.

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

Standardized Testing

Secondary Grade Levels

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

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. These assessments are usually taken at the end of the junior year. Students are encouraged to talk with the school counselor early during their junior year to learn about these assessments and determine the appropriate examination to take. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT.

Note: These assessments may qualify a student to receive a performance acknowledgment on the student's 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 TSI assesses the reading, mathematics, and writing skills that freshmen-level students need to perform effectively as undergraduates in Texas public colleges and universities. This assessment may also be required before a student enrolls in a dual credit course offered through the district. Achieving certain benchmark scores on this assessment 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

State law requires successful performance on the reading and math assessments in grades 5 and 8 for a student to be promoted to the next grade level. A student may be exempt from this requirement if:

- The student is enrolled in a reading or math course intended for students above the student's current grade level; or
- The student is enrolled in a special education program and the admission, review, and dismissal (ARD) committee concludes the student has made sufficient progress in his or her individualized education plan (IEP). [See Promotion and Retention on page 103.]

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

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

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

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

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

Satisfactory performance on the applicable assessments is required for graduation, unless 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. The windows occur in the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have opportunities to retake the assessment.

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

An admission, review, and dismissal (ARD) committee for a student receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan (PGP).

[See Graduation on page 83.]

Students in Foster Care (All Grade Levels)

In an effort to provide educational stability, the district will provide enrollment and registration assistance, as well as other educational services throughout the student's enrollment, to 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).

Please contact Mr. Randall Caldwell, who has been designated as the district's foster care liaison, at rcaldwell@ldisd.net with any questions.

[See Students in the Conservatorship of the State on page 17.]

Students Who are Homeless (All Grade Levels)

A parent is encouraged to inform the district if his or her child is experiencing homelessness. District staff can share resources that may be able to assist families.

For more information on services for students who are homeless, contact the district's homeless education liaison, Mr. Randall Caldwell, at rcaldwell@ldisd.net.

[See A Student Who is Homeless on page 18.]

Student Speakers (All Grade Levels)

The district provides students the opportunity to introduce the following school events: Athletic games/events; opening announcements and greetings for the school day; and other nonathletic events as determined by campus administration. Students are eligible to introduce these events if they have not been placed in disciplinary alternative school during the current school year, and hold one of the following positions of honor based on neutral criteria are eligible to use the limited public forum: student council officers, class officers, and captains of athletic teams. 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 Graduation on page 83 for information related to student speakers at graduation ceremonies and policy FNA(LOCAL) regarding other speaking opportunities.]

Summer School (All Grade Levels)

Middle School

Lake Dallas Middle School provides summer school to prepare students for the third administration of the Math and/ or Reading STAAR test(s) and for students for promotion to the next grade in the areas of math and reading.

High School

Lake Dallas High School offers for a fee, summer school for students seeking to gain credit for a class or classes previous taken (credit recovery), or with administrative approval, a class for acceleration.

Tardies (All Grade Levels)

A student who is more than ten minutes tardy to class may be assigned to detention hall or given another appropriate consequence.

Lake Dallas High School Tardy Policy

Students are provided adequate time to get from class to class. Students who arrive to class within the first 10 minutes after the bell will be counted tardy for the class. Students who arrive to class after the first 10 minutes will be counted absent for the class. The third tardy in a semester is considered excessive. Excessive tardies will result in further disciplinary action. Tardies are accumulated on a per class basis so teachers will only track student tardies for their class. Tardies will start over at the beginning of each nine-week grading period.

Consequences for Tardies:

3rd Tardy= Teacher Detention

4th Tardy=2 days of Principal Detentions

5th Tardy= 1 day of ISS

6th Tardy= 3 days of ISS

Additional Tardies may result in DAEP Placement

Repeated instances of tardiness will result in more severe disciplinary action, in accordance with the Student Code of Conduct.

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

The district provides textbooks and other approved instructional materials to students free of charge for each subject or class. Students must treat any books with care and place covers on them, as directed by the teacher. The district may also provide electronic textbooks and technological equipment to students, depending on course objectives.

If a student needs a graphing calculator for a course and the district does not provide one, the student may use a calculator application with graphing capabilities on a phone, laptop, tablet, or other computing device.

A student who is issued a damaged item should report the damage to the teacher.

Any student who does not return an item or returns an item in an unacceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage is 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 17, Bullying on page 26, and Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services on page 18, for other transfer options.]

Transportation (All Grade Levels)

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use school-provided transportation to and from the event. However, in accordance with campus procedures, a parent

may provide written consent for his or her child to ride with or be released after the event to the parent or another adult designated by the parent. [See School-sponsored Field Trips on page 108.]

Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school and to any students who are experiencing homelessness. This service is provided at no cost to students.

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

The district has identified the following areas where hazardous traffic conditions and/or areas presenting a high risk of violence exist for students who live within two miles of the campus:

- Lake Dallas High School – All areas except Fairview Meadows and Tower Ridge Apartments
- Lake Dallas Middle School – All areas except Kings Manor
- Corinth Elementary School – All areas except Fairview Meadows, Fairview, Corinthian Oaks and Tower Ridge Apartments
- Lake Dallas Elementary School – Entire attendance zone
- Shady Shores Elementary – All areas except Thousand Oaks and Corinth Farms

Because students in these areas might encounter hazardous traffic conditions or be subject to areas presenting a high risk of violence when walking to and from school, the district will provide transportation to these students. Please contact Ms. Wendy Konz, Director of Transportation at wkonz@ldisd.net for additional information.

A parent may designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated location must be an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, contact Director of Transportation at wkonz@ldisd.net

Students are expected to assist district staff in ensuring that buses and other district vehicles are clean and safe. When riding in district vehicles, 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, including loss of the privilege to ride in a district vehicle.

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

Vandalism (All Grade Levels)

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, the district uses video and audio recording equipment 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 as needed and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

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

[See policy EHBAF(LOCAL) for more information.]

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 comply with all applicable district policies and procedures. All visitors should be prepared to show identification.

Individuals may visit classrooms during instructional time only with approval of the principal and teacher. Visitors may not interfere with instruction or disrupt the normal school environment.

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

Unauthorized Persons

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

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

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

[See the Student Code of Conduct.]

Visitors Participating in Special Programs for Students

Business, Civic, and Youth Groups

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

Career Day

On College Day, the district invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

Volunteers (All Grade Levels)

The district invites and appreciates the efforts of volunteers who are willing to serve our district and students.

If you are interested in volunteering, please contact your child's administrator for more information and to complete an application.

The district does not require state criminal history background checks for volunteers who are parents, guardians, or grandparents of a child enrolled in the district.

Subject to exceptions in accordance with state law and district procedures, other volunteers will be subject to a state criminal history background check, and the volunteer must pay all costs for the background check.

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)

To withdraw a student under age 18 from school, the parent or guardian must submit a written request to the principal specifying the reasons for withdrawal and the final day the student will be in attendance. Withdrawal forms are available from the principal's office.

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.

Please provide the school at least three days' notice of withdrawal so that records and documents may be prepared.

Glossary

Accelerated instruction is an intensive supplemental program designed to help an individual student acquire the knowledge and skills required at his or her grade level. It is required when a student does not meet the passing standard on a state-mandated assessment.

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

ACT-Aspire is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

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

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

CPS stands for Child Protective Services.

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

DFPS stands for the Texas Department of Family and Protective Services.

DPS stands for the Texas Department of Public Safety.

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

ESSA is the federal Every Student Succeeds Act.

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

IEP stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services.

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

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

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

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

SAT refers to the Scholastic Aptitude Test, one of the two most frequently used college or university admissions examinations. The test may be required for admissions to certain colleges or universities.

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

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

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

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

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

State-mandated assessments are required of students at certain grade levels and in specified subjects. Except under limited circumstances, students must perform successfully on some state-mandated assessments to be promoted and students must pass the STAAR EOC assessments to graduate. 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; sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP; and outlines conditions for out-of-school suspension and for expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student's violation of one of its provisions.

TAC stands for the Texas Administrative Code.

TEA stands for the Texas Education Agency, which oversees primary and secondary public education in Texas.

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

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

TXVSN stands for the Texas Virtual School Network, which provides online courses for Texas students to supplement the instructional programs of public school districts. Courses are taught by qualified instructors and 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: Freedom from Bullying Policy

Note: School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit <https://pol.tasb.org/Policy/Code/392?filter=FFI>. Below is the text of Lake Dallas ISD's policy FFI(LOCAL) as of the date this handbook was finalized for this school year.

Student Welfare: Freedom from Bullying

Policy FFI(LOCAL) adopted on 11/8/2017

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyber-bullying.

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

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Retaliation

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

Examples

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

False Claim

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

Timely Reporting

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

Reporting Procedures

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, school counselor, principal, or other District employee. The

Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

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.

Notice of Report

When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

Prohibited Conduct

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

Investigation of Report

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

Concluding the Investigation

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. The District may notify law enforcement in certain circumstances.

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 whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

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 website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

Addendum:

8-14-2020 Summary of Grading Policy Changes

Late Work Policy	
2019-20	2020-21
<p>Assignments submitted after the deadline by one class meeting may incur a 30% deduction</p> <p>Assignments submitted after the deadline by two class meetings may incur a 50% deduction</p>	<p>Assignments submitted after the deadline may be reduced up to 10% each week the assignment is late. All late work is due four days before the end of the grading period.</p> <p>Example: Mr. Smith assigns a formative assessment worth 100 points. Each week that assignment is late, the student will be deducted 10 points. If Mr. Smith assigns a formative assessment worth 50 points, the assignment would be deducted 5 points each week late.</p>

Reassessment Policy

2019-20	2020-21
<p>A teacher shall reteach and retest a class when a majority of that class (after all students are tested and grades have been posted) has failed a summative assessment. The teacher shall record the higher of the two grades earned for those students being retested.</p>	<p>A student is allowed to reassess one time for each major assessment within the same grading period if the student does the following:</p> <ul style="list-style-type: none"> - Student formally requests to reassess and provides reasoning - Attends at least one tutorial session between the original exam date and the reassessment date - Provides evidence to the teacher of progression in the learning of the tested concepts <p>The student can earn up to 85% with the higher of two assessments being recorded.</p> <p>This reassessment policy would not include summative assessments classified as project based. Projects can include but are not limited to presentations, physical or electronic products, speeches, lab reports, writings assignments, etc.</p> <p>Project-Based Assessment Guidelines</p> <ul style="list-style-type: none"> - Project is assessed using a rubric with clear criteria that is given to the students at the time the project is assigned. - Project scoring criteria is clearly communicated to course standards. - Project is broken down into parts: <ul style="list-style-type: none"> - Each part is given a suggested due date prior to the deadline of the completed project. - Each part is assessed and is given feedback, providing several checkpoints for the student to measure his or her progress. <p>A teacher shall reteach and reassess a class when the class average on a summative assessment is below 70%.</p>

Grade Distribution	
2019-20	2020-21
<p>Teachers of core subjects, foreign languages, and most career technology courses will use at least 10 minor and 3 major grades per grading period.</p> <p>Nine-week grades will be calculated by weighting Minor Grades at 50% and Major Grades at 50%.</p>	<p>In each regular and honors course, students will have at least one formative assessment each week of the grading period. Students will have at least three summative assessments each grading period. The end of the grading period report card will be calculated by weighting minor assessments at 60% and major assessments at 40%.</p> <p>**AP courses adhere College Board guidelines** **Dual Credit courses adhere to their affiliated university’s guidelines**</p>
Final Exam Policy	
2019-20	2020-21
<p>Final Exam Policy</p>	<p>MS: Final exams will be reduced to 5% of the student’s semester grade in non-high school courses. High school courses will follow the LDHS Final Exam Policy. The maximum number of questions on a final exam is 50. If a project is assigned in lieu of a traditional assessment, teachers will give two formative assessment grades in the grading period and one summative assessment grade in the “Semester Final” column.</p> <p>HS: The HS will now implement Fall & Spring exemptions for all courses. Final Exams will be 15% of the student’s semester grade.</p> <p>Grading Period 1: 42.5% Grading Period 2: 42.5% Semester 1 Final Exam: 15% First Semester ½ of yearly average Grading Period 3: 42.5% Grading Period 4: 42.5%</p>

	Semester 2 Final Exam: 15% Second Semester ½ of yearly average Yearly Average 1st and 2nd Semester grades averaged
Grading Deadlines	
2019-20	2020-21
Grading Deadlines	Any assignments or assessments given the last week of the grading period will count towards the following grading period. This week is designed for reteaching needed concepts, reinforcing learning, or providing for extension in learned concepts.

Added 8-14-2020 Chromebook Policy p. 66-74

Revision on 9/23/2020 Page 74

Formerly	Changed to:
<p>Assignments submitted after the deadline may be reduced up to 10% each week the assignment is late. All late work is due four days before the end of the grading period.</p> <p><i>Example: Mr. Smith assigns a formative assessment worth 100 points. Each week that assignment is late, the student will be deducted 10 points. If Mr. Smith assigns a formative assessment worth 50 points, the assignment would be deducted 5 points each week late.</i></p>	<p>Assignments submitted after the deadline may be reduced up to 10%. The assignment can be reduced an additional 10% each subsequent week after the original deadline. All late work is due four days before the end of the grading period.</p> <p>Example: Mr. Smith assigns an assignment worth 100 points due on September 1st. The highest point value available for this assignment on September 2nd is a 90. Each week following the original due date, the grade may be deducted 10 additional points. If Mr. Smith assigns an assignment worth 50 points, the assignment would be deducted 5 points after the due date and an additional 5 points each week it is late.</p>