

# Elementary Student Handbook

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2018 - 2019



**Lovejoy Independent School District**  
Est. 1917

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Est. 1917

## LOVEJOY INDEPENDENT SCHOOL DISTRICT

259 Country Club Road

Allen, Texas 75002

469-742-8000

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August 13, 2018

Re: Epinephrine Auto-Injectors A.K.A. EpiPens

Dear Parent or Guardian:

The Lovejoy Independent School District recently adopted a policy allowing authorized, trained personnel or volunteers to administer an epinephrine auto-injector to a person who is reasonably believed to be experiencing a life-threatening anaphylactic reaction. Such reactions can occur within minutes of exposure to the allergen and can be triggered by a variety of causes, such as a particular food (e.g., peanuts); insect sting (e.g., bees); medication (e.g., penicillin); or latex.

All campuses will have an emergency supply of epinephrine, and authorized and trained personnel and volunteers will be present on each campus during school hours, at each off-campus school event, and while in transit to or from a school event. This program does not replace student specific orders or medications. Parents or guardians of students with known life-threatening anaphylaxis are expected to provide the school with all the necessary emergency medications, physician orders, and emergency action plans at the beginning of each school year.

If you have questions regarding our EpiPen policy, please contact your campus principal.

With respect,

Ted Moore  
Superintendent

**LOVEJOY ISD**

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## PREFACE

To Students and Parents:

Welcome to school year 2018 - 2019! Education is a team effort, and we know students, parents, teachers, and other staff members all working together can make this a wonderfully successful year for our students.

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

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

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

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

Both students and parents should become familiar with the Lovejoy ISD Student Code of Conduct, which is a document adopted by the board and intended to promote school safety and an atmosphere for learning. That document may be found as a separate document posted on the district website at [www.lovejoyisd.net](http://www.lovejoyisd.net) and is available in hard copy upon request.

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

**The Student Handbook is not a contract between the school and parents or students.** It can be amended at any time at the discretion of the school district. If the district makes changes to the Handbook during a school year, the administration of the district and the campus will communicate those changes in ways which are designed to inform parents and students of the new or revised information.

In case of conflict between board policy (including the Student Code of Conduct) and any provisions of the Student Handbook, the current provisions of board policy and the Student Code of Conduct are to be followed.

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

After reading through the entire handbook with your child, keep it as a reference during this school year. If you or your child have questions about any of the material in this handbook, please contact a teacher, the counselor, or the principal.

**Please complete and submit the required forms which can be accessed from the district website at [www.lovejoyisd.net](http://www.lovejoyisd.net). Select “Parent Resources,” then select “PowerSchool Parent Portal.” Or Login at: <http://powerschool.lovejoyisd.net/>.**

**Directions are included at the back of this handbook.**

[See **Obtaining Information and Protecting Student Rights** on page 4, and **Directory Information** on page 15 for more information.]

Please note: references to policy codes are included so parents can refer to current board policy. A copy of the district’s policy manual is available for review in the district administration office or online at [www.lovejoyisd.net](http://www.lovejoyisd.net).

## SECTION I: PARENTAL RIGHTS AND RESPONSIBILITIES

This section of the Lovejoy ISD Student Handbook includes information related to the rights and responsibilities of parents as specified in state or federal law, and provides parent notice required by law.

### PARENTAL AND FAMILY ENGAGEMENT

#### Communication Between Home and School

Good communication between home and school regarding a child's education is more than a "plus"; it's essential for the student to make the most of the opportunities provided. School communication starts with information documents such as this handbook, progress reports and report cards, as well as student work for parents to review and sign. Also, please check our websites at [www.lovejoyisd.net](http://www.lovejoyisd.net), [www.hartelementary.net](http://www.hartelementary.net), [www.lovejoyelementary.net](http://www.lovejoyelementary.net) or [www.pusterelementary.net](http://www.pusterelementary.net). Finally, parents in kindergarten through fourth grade will have access to view attendance through PowerSchool.

Communication also includes requests for conferences, initiated by the school or the parent, to discuss student progress, to find out more about the curriculum and how the parent can support learning, to head off or resolve problems, etc. A parent who wants to schedule a phone or in-person conference with a teacher, counselor, or principal should call the school office for an appointment. **E-mail communication may also be used to contact staff members.** Generally, a teacher will be able to meet with parents or return calls during his or her conference period, although other mutually convenient times before or after school might be arranged as well.

#### Working Together

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

- Encouraging your child to put a high priority on education, and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring your child completes all homework assignments and special projects, and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all of your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling** on page 29.]

- 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 54.]
- Becoming a school volunteer. [For further information, see policies at GKG and contact the school Volunteer Coordinator.]
- Participating in campus parent organizations.
- Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. For further information, see policies at BQA and BQB, and contact the campus principal for the campus-level planning committee and Assistant Superintendent for Curriculum, Instruction and Assessment for the district-level committee.
- 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.
- Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction and other wellness issues. [See policies at BDF, EHAA, FFA, and information in this handbook at **School Health Advisory Council** on page 44.]
- Attending board meetings to learn more about district operations. [See policies at BE and BED for more information.]

## **PARENT TEACHER ASSOCIATION (PTA) MEETINGS**

There are PTA meetings scheduled during the year. Lovejoy parents are very involved in the activities of the school. Teachers are invited to join the PTA and participate in their events during the school year. Campus teachers will select a representative to sit on the PTA board. PTA board meeting dates will be determined prior to the start of the school year, any other dates will be published in the principal's weekly updates.

## **PTA VOLUNTEERS**

Volunteers will be used throughout the building to assist in the library, teacher's workroom, and in the main office. Volunteers are an important asset to our school and should be respected for their efforts.

## **PARENTAL RIGHTS**

### **Obtaining Information and Protecting Student Rights**

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

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

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

### **“Opting Out” of Surveys and Activities**

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

- Any survey concerning the private information listed above, regardless of funding.
- School activities involving the collection, disclosure, or use of personal information gathered from your child for the purpose of marketing or selling that information.

**Note:** This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.

- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student. Exceptions are hearing, vision, or spinal screenings, or any physical examination or screening permitted or required under state law. [See policies EF and FFAA.]

### **Inspecting Surveys**

As a parent, you may inspect a survey created by a third party before the survey is administered or distributed to your child.

### **Requesting Professional Qualifications of Teachers and Staff**

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

have been waived; and whether the teacher is currently teaching in the field of discipline of his or her certification. You also have the right to request information about the qualifications of any paraprofessional who may provide services to your child.

### **Reviewing Instructional Materials**

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

(Also see **Removing a Student Temporarily from the Classroom** on page 7.)

### **Displaying a Student's Artwork and Projects**

Teachers may display students' work in classrooms or elsewhere on campus as recognition of student achievement. However, the district will seek parental consent before displaying students' artwork, special projects, photographs taken by students, and the like on the district's website, a website affiliated or sponsored by the district such as a campus or classroom website, and in district publications, which may include printed material, video, or other methods of mass communication. The district will also seek consent before displaying or publishing an original video or voice recording in this manner.

### **Accessing Student Records**

You have a right of access to all written educational records which we maintain concerning your child. You also can receive full information about any and all school activities in which your child is involved. These records include:

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



- Teaching materials and tests used in your child’s classroom.

[See **Student Records** on page 13.]

### **Granting Permission to Video or Audio Record a Student**

As a parent, you may grant or deny any written request from the district to make a video or voice recording of your child. State law, however, permits the school to make a video or voice recording without parental permission for the following circumstances:

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

The district will see parental consent through written request before making any other video or voice recording of your child not otherwise allowed by law. [See **Video Cameras** on page 70 for more information, including a parent’s right to request video and audio equipment be placed in certain special education settings.]

### **Removing a Student Temporarily from the Classroom**

You may remove your child temporarily from the classroom if an instructional activity in which your child is scheduled to participate conflicts with your religious or moral beliefs. The removal cannot be for the purpose of avoiding a test and may not extend for an entire semester. Furthermore, your child must satisfy grade-level and graduation requirements as determined by the school and by state law.

### **Excusing a Student from Reciting the Pledges to the U.S. and Texas Flags**

As a parent, you may request your child be excused from participation in the daily recitation of the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. The request must be in writing. State law does not allow your child to be excused from participation in the required minute of silence or silent activity which follows. [See **Pledges of Allegiance and a Minute of Silence** on page 52 and policy EC(LEGAL).]

### **Excusing a Student from Reciting a Portion of the Declaration of Independence**

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

### **Requesting Limited or No Contact with a Student Through Electronic Media**

Teachers and other approved employees are permitted by the district to communicate with students through the use of electronic media within the scope of the individual’s

professional responsibilities. For example, a teacher may set up a social networking page for his or her class with information related to class work, homework, and tests. As a parent, you are welcome to join or become a member of such a page.

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

### **Requesting Notices of Certain Student Misconduct**

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 which may involve placement in a disciplinary alternative education program (DAEP) or expulsion. [See policy FO(LEGAL) and the **Student Code of Conduct**.]

### **School Safety Transfers**

As a parent, you have a right:

- To request the transfer of your child to another classroom or campus if your child has been determined by the board or its designee to have been a victim of bullying, which includes cyberbullying, defined by Education Code 37.0832. Transportation is not provided for a transfer to another campus. See the superintendent or principal for information. [See policy FDB.]

[See **Bullying** on page 24, and policy FFI(LOCAL).]

- Consult with district administrators if your child has been determined by the district to have engaged in bullying and the board decides to transfer your child to another classroom or campus. Transportation is not provided for a transfer to another campus. [See policy FDE(LOCAL).]
- To request the transfer of your child to another district campus or a neighboring district if your child has been the victim of a sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault. [See policy FDE.]

### **Requesting Classroom Assignment for Multiple Birth Siblings**

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

### **Parents of Students with Disabilities**

Parents of students with learning difficulties or who may need special education services may request an evaluation for special education at any time. For more information, see **Special Programs** on page 61, and contact Sancy Fuller at (469) 742-8000.

## Making Connections: Whom to Contact and When

<b>Contact:</b>	<b>When you need:</b>	<b>Contact Information</b>
<b>Teacher</b>	Information about current progress, class routines, behavior issues, and/or individualized education program (IEP) implementation	Contact classroom teacher by calling school office or emailing teacher
<b>Principal</b>	Information about school policies and procedures, records, schedules, IEP implementation, admission, review, and dismissal (ARD) committee issues, and/or discipline procedures	Contact campus Principal
<b>Special Education Director</b>	Information about district special education procedures and policies, explanation of procedural safeguards, clarification or concerns about implementation of the IEP, and/or the request for independent educational evaluation	Contact Sancy Fuller, Director of Special Education and Academic Support
<b>Regional Education Service Center</b>	Technical assistance, information about special education practices, special topic information or training opportunities, location or identification of special education resources	Locate Region X ESC info at: <a href="http://www.Region10.org">http://www.Region10.org</a>
<b>Texas Education Agency</b>	Clarification of state and federal policies and rules, arrangements for due process procedures, complaints, investigations, mediations, hearings related to special education	1701 North Congress Avenue Austin 78701-1494 (512) 463-9414 <a href="http://www.tea.state.tx.us/special.ed">www.tea.state.tx.us/special.ed</a>

If you believe the school has violated federal or state requirements related to the education of students with disabilities, you are encouraged to discuss your concerns with the district and seek resolution at that level.

Should you need additional assistance, you may contact the TEA's Parent Information Line at 1-800-252-9668. This is a toll-free telephone number where you can leave a message for a TEA staff member to return your call. During normal business hours, staff is available to explain your rights and other alternatives for resolving disputes, such as TEA mediation services. Information about TEA Mediation can be found at: <http://www.tea.state.tx.us/special.ed/medcom/medinfo.html>.

The TEA Division of Programs and Complaints also conducts investigations regarding violations under special education laws. In order for the Division to conduct an investigation, the complaint must allege a violation under the Individuals with Disabilities Education Act (IDEA), include facts surrounding the allegation, be written, and signed. Telephone calls and email messages are logged in, but are not considered formal complaints. Information about the TEA's complaint procedures can be found at: <http://www.tea.state.tx.us/special.ed/medcom/compinfo.html>.

### Parents of Students with Disabilities with Other School-Aged Children in the Home

If a student is receiving special education services at a campus outside his or her attendance zone, the parent or guardian may request any other student residing in the

household be transferred to the same campus, if the appropriate grade level for the transferring student is offered on that campus. However, the district is not required to provide transportation to the other children in the household. The parent or guardian should speak with the principal of the school regarding any transportation prior to requesting a transfer for any other children in the home. [See policy FDB(Local).]

### **Request for the 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 request in writing to the Director of Special Education at least ten district business days before bringing the service/assistance animal on campus.

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

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

If a child is experiencing learning difficulties, the 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 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 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 the student is absent.

There is an exception to the 45-day 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 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 Admissions, Review, and Dismissal Process***.

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

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

### **Contact Person for Special Education Referrals**

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education services is Sancy Fuller at (469) 742-8000.

### **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 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 is the school counselor. [See policy FB(Local).]

Hart Elementary School – Chelsea Scoville – 469-742-8200

Lovejoy Elementary School – Mary Ruggeri – 469-742-8100

Puster Elementary School – Bryan Smith – 469-742-8300

## **Notification to Parent of Intervention Strategies for Learning Difficulties Provided to Students in General Education**

The district will annually notify parents that it provides assistance to students, other than those already enrolled in a special education program, who need assistance for learning difficulties, including intervention strategies.

## **Students Who Receive Special Education Services with Other School-Aged Children in the Home**

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

## **Students With Physical or Mental Impairments Protected Under Section 504**

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

## **Parents of Students Who Speak a Primary Language Other than English**

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

## **Services for Title I Participants**

The Parent Involvement Coordinator, who works with parents of students participating in Title I programs is Director of Instructional Technology and Federal Programs and may be contacted at (469) 742-8000.

## **Students in the Conservatorship of the State (Foster Care)**

A student who is currently in the conservatorship (custody) of the State and who moved outside of the district's or school's attendance boundaries, or who is initially placed in the conservatorship of the State and who is moved outside the district's or school's boundaries, is entitled to continue in enrollment at the school he or she was attending prior to the placement or move until the student reaches the highest grade level at the particular school.

## **Students Who Are Homeless**

Federal law allows a homeless student to remain enrolled in what is the “school of origin” or to enroll in a new school in the attendance area where the student is currently residing. Children who are homeless will be provided flexibility regarding certain district provisions. [See also **Homeless Students** on page 45 for more information.] Other provisions:

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

## **Accommodations for Children of Military Families**

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

- Immunization requirements.
- Grade level, course, or educational program placement.
- Eligibility requirements for participation in extracurricular activities.
- Graduation requirements.

In addition, absences related to a student visiting with his or her parent, including a stepparent or legal guardian, who has been called to active duty for, is on leave from, or is returning from a deployment of at least four months will be excused by the district. The district will permit no more than five excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60<sup>th</sup> day before deployment or no later than the 30<sup>th</sup> day after the parent’s return from deployment.

Additional information may be found at <http://www.tea.state.tx.us/index2.aspx?id=7995>.

## **Student Records**

While we recognize there are circumstances when a parent may wish his or her child to be enrolled under a name other than the child’s legal name, we are required to maintain all school records for your child under the child’s legal surname as shown on the birth certificate or other recognized document to prove the child’s identity or as shown in a court order changing the child’s name.

Both federal and state laws safeguard student records from unauthorized inspection or use, and provide parents and eligible students certain rights. Before disclosing any personally identifiable information from a student’s records, the district must verify the identity of the person, including a parent or the student, requesting the information. For purposes of student records, an “eligible” student is one who is 18 or older OR who is attending an institution of postsecondary education.

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

- The parents—whether married, separated, or divorced—unless the school is given a copy of a court order terminating parental rights or the right to access a student’s education records.

Federal law requires that, as soon as a student becomes 18, is emancipated by a court, or enrolls in a postsecondary institution, control of the records goes to the student. The parents may continue to have access to the records, however, if the student is a dependent for tax purposes.

- District school officials who have what federal law refers to as a “legitimate educational interest” in a student’s records. School officials would include trustees and employees, such as the superintendent, administrators, and principals; teachers, school counselors, diagnosticians, and support staff; a person or company with whom the district has contracted or allowed to provide a particular service or function (such as an attorney, consultant, auditor, medical consultant, therapist, or volunteer); a parent or student serving on a school committee; or a parent or student assisting a school official in the performance of his or her duties. “Legitimate educational interest” in a student’s records includes working with the student; considering disciplinary or academic actions, the student’s case, or an individualized education program for a student with disabilities; compiling statistical data; reviewing an educational record to fulfill the official’s professional responsibility; or investigating or evaluating programs.
- Various governmental agencies, including juvenile service providers.
- Individuals granted access in response to a subpoena or court order.
- A school or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she is already enrolled.

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

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

Records may be inspected by a parent or eligible student during regular school hours. If circumstances prevent inspection during these hours, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review these records. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records.

The address of the superintendent’s office is 259 Country Club Road, Allen, TX 75002.

The address(es) of the principals’ offices are listed on the front page of this document.

A parent (or eligible student) may inspect the student’s records and request a correction 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 principal. The request must clearly identify the part of the record which should be corrected and include an explanation of how the information in the record is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If the records are not amended as a result of the hearing, the parent or eligible student has 30 school days to exercise the right to place a statement commenting on the information in the student's record. Although improperly recorded grades may be challenged, contesting a student's grade in a course is handled through the general complaint process found in policy FNG(LOCAL). A grade issued by a classroom teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district's grading policy. [See **Finality of Grades** at FNG(LEGAL), **Report Cards/Progress Reports and Conferences** on page 54, and **Student or Parent Complaints and Concerns** on page 27 for an overview of the process.]

The district's policy regarding student records found at policy FL is available from the principal's or superintendent's office [or on the district's website at [www.lovejoyisd.net](http://www.lovejoyisd.net)].

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

**Please note:** Parents or eligible students have the right to file a complaint with the U.S. Department of Education if they believe the district is not in compliance with federal law regarding student records.

The complaint may be mailed to:

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

## Directory Information

The law permits the district to designate certain personal information about students as "directory information." "Directory information" will be released to anyone who follows procedures for requesting it.

However, release of a student's directory information may be prevented by the parent or an eligible student. This objection must be made in writing to the principal within ten school days of your child's first day of instruction for this school year. [See the "**Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information**" which can be accessed from the district website at [www.lovejoyisd.net](http://www.lovejoyisd.net). Choose "Parent Resources" and select "LISD Forms Center." Directions are included at the back of this handbook].

## Directory Information for School-Sponsored Purposes

The district often needs to use student information for school-sponsored purposes. "School-sponsored purposes" means for publication in a student directory, a school

yearbook, or official school publications including the school's website and programs for school-sponsored events.

For these specific school-sponsored purposes, the district would like to use your child's name, address, telephone listing, photograph, honors and awards received, grade level, participation in officially recognized activities and sports, and weight and height of members of athletic teams. This information will not be used for other purposes without the consent of the parent or eligible student, except as described above at **Directory Information**.

Unless you object to the use of your child's information for these limited purposes, the school will not need to ask your permission each time the district wishes to use this information for the school-sponsored purposes listed above.

### **Release of Student Information to Military Recruiters and Institutions of Higher Education**

The district is required by federal law to comply with a request by a military recruiter or an institution of higher education for students' names, addresses, and telephone listings, unless parents have advised the district not to release their child's information without prior written consent.

## **SECTION II: OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS**

Topics in this section of the handbook contain important information on academics, school activities, and school operations and requirements. Take a moment with your child to become familiar with the various issues addressed in this section. It is organized in alphabetical order to serve as a quick-reference when you or your child have a question about a specific school-related issue. Should you be unable to find the information on a particular topic, please contact the campus principal.

### **ABSENCES/ATTENDANCE**

Regular school attendance is essential for a student to make the most of his or her education—to benefit from teacher-led and school activities, to build each day’s learning on the previous day’s, and to grow as an individual. Absences from class may result in serious disruption of a student’s mastery of the instructional materials; therefore, the student and parent should make every effort to avoid unnecessary absences. It is also critical to the school district’s success because it is a factor in the district and campus rating under the state accountability system, and is a determining factor in the amount of state financial aid the district is entitled to receive.

#### **Please note:**

- Lovejoy ISD uses "Child Safe" procedures to be assured that each child is absent with the knowledge of the parents. **Parents are asked to report student absences to the school by telephone, between 7:30 and 8:00 AM by calling the following attendance hotlines.**

***Hart Elementary: (469) 742-8160***

***Lovejoy Elementary: (469) 742-8083***

***Puster Elementary: (469) 742-8283***

- If a student is absent and a parent does not call in by 8:30, the office staff will make every effort to contact the parents.
- Late Arrivals: When students arrive at school after 8:15, parents are expected to bring the student into the school and check him/her in through the office to receive a slip which will be taken with the student to class.
- Having four or more cumulative tardies for the school year will prohibit your ability to obtain a Perfect Attendance award.
- When returning to school after an absence, by law (TEC §21.035), a student must bring a note signed by the parent describing the reason for the absence; notes signed by the student, even with the parent's permission, will be considered a forgery and the student will be disciplined. Medical and dental appointments will be considered excused absences if the student brings a note from the doctor verifying the appointment; however, parents are expected to schedule these appointments so they do not interfere with classes.

- When a student is absent, he/she will be given one day for each day of absence to make up the missed work without penalty. Class work not turned in within this time frame becomes unfinished class work (See page 45). Parents, please request homework assignments by 10:00 for a 3:15 pick-up in the office.

Two state laws—one dealing with compulsory attendance, the other with attendance for a student’s final grade or course credit—are of special interest to students and parents. They are discussed below.

### **Compulsory Attendance**

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

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

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

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

### **Exemptions to Compulsory Attendance**

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

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

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

by the board under policy FEA (LOCAL), the student receives approval from the campus principal, follows the campus procedures to verify such a visit, and makes up any work missed.

Absences of up to two days in a school year will also be considered an exemption for a student serving as an early voting clerk, provided the district's board of trustees has authorized this policy FEA (LOCAL), the student notifies his or her teachers, and the student receives approval from the principal prior to the absences.

As listed in Section I at **Accommodations for Children of Military Families**, absences of up to five days will be excused for a student to visit with a parent, stepparent, or legal guardian who has been called to duty for, is on leave from, or immediately returned from certain deployments. Please see page 13 for that section.

### **Failure to Comply with Compulsory Attendance**

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

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

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

A court of law may also impose penalties against a student's parent if a school-aged student is deliberately not attending school. A complaint against the parent may be filed in court if:

A student ages 12 through 18 incurs unexcused absences on ten or more days or part of days within a sixth month period in the same school year, the district, in most circumstances, will refer the student to truancy court. [See policy FEA(LEGAL).]

### **Attendance for Credit or Final Grade**

If a student's attendance becomes excessive and begins to impact his/her learning, the district will put interventions in place to best support the student's academic and/or social/emotional needs.

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

- All absences, whether excused or unexcused, must be considered in determining whether a student has attended the required percentage of days. If makeup work is completed, absences for the reasons listed on page 18, **Exemptions to Compulsory Attendance**, will be considered “extenuating circumstances” for purposes of attendance for credit or the award of a final grade.
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district.
- In reaching a decision about a student’s absences, the committee will attempt to ensure that it is in the best interest of the student.
- The committee will review absences incurred based on the student’s participation in board-approved extracurricular activities. These absences will be considered by the attendance committee as extenuating circumstances in accordance with the absence allowed under FM(LOCAL) if the student made up the work missed in each class.
- The committee will consider the acceptability and authenticity of documented reasons for the student’s absences.
- The committee will consider whether the absences were for reasons over which the student or the student’s parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences, and to talk about ways to earn or regain credit or a final grade.

The student or parent may appeal the committee’s decision to the board of trustees by filing a written request with the superintendent in accordance with policy FNG(LOCAL).

### **Parent’s Note After an Absence**

When a student must be absent from school, the student—upon arrival or return to school—must bring a note signed by the parent describing the reason for the absence. The first five notes will be considered excused absences. After the fifth note, absences are considered unexcused

### **Doctor’s Note After an Absence for Illness**

A student absent for more than 5 consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition which caused the student’s extended absence from school.

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 which caused the student’s absence from school. [See policy FEC(LOCAL).]

## **Excused/Unapproved Absences**

Excused/Unapproved absences are absences considered to be excused but not approved by the principal. Examples would be a student who is failing or has missed excessive days of school but must go out of town with his/her parents because the student is too young to stay alone. The purpose of the excused/unapproved absence is to avoid children receiving grade penalties for situations out of their control.

### **Doctor and Dental Appointments**

Absences for appointments with doctors, dentists, orthodontists, physical therapists, and other health care professionals will be classified as excused absences if the student returns to school on the same day as the appointment and presents a note from the health care provider stating the time of the appointment and the time the student left the doctor's office. If the appointment is at the end of the school day and the student has been at school all day up to that time, the absence will be excused if the student brings a note from the health care provider the following day.

### **Religious Holidays**

Absences for religious holy days, including up to two days of travel time if necessary, will be classified as excused absences.

### **Court Appearances**

Absences for required court appearances will be classified as excused absences upon presentation to the campus attendance official of a copy of the document requiring the student's appearance in court.

## **Prior Approval Absence for Students**

### **Single Day Absence Request**

Parents may request an excused absence, if they must take their child out of school, by submitting a request in writing (e-mail is acceptable) to the principal. This request is to be made 48 hours prior to the absence. Each request is evaluated independently and includes consultation with the teachers before the request is approved. Current academic standing and previous attendance are factors taken into consideration.

### **Multiple Day Absence Request**

Prior approval is required from the principal if a student is going to miss 2 or more days of school due to family travel or leisure. This request is to be made 48 hours prior to the absence in writing to the principal. The student may be asked to complete an assignment within one week of his/her return to the classroom. Family emergencies and funerals requiring 3 or more days of absences are exempt from this assignment.

## **Perfect Attendance Guidelines for Students**

1. Student must be present the entire school year or from the date of enrollment.

2. Absences for natural disasters or uncontrollable factors should not be counted if officially designated by the superintendent of LISD as being such, e.g., weather conditions, etc.
3. A Perfect Attendance Certificate **may not** be earned if a student has 4 or more tardies for the school year.
4. Student must be in attendance each day at the official attendance hour for State of Texas ADA purposes.

### **Leaving School During the Day**

When students arrive on campus, they are considered in attendance for the entire day under the supervision of the school and may not leave the campus without authorization from campus administration. Students who leave for any reason without proper authorization and/or without signing out through the office will be considered non-attending.

**No student may leave the campus without checking out through the office. A student planning to leave school during the day must bring a written request from a parent. The request should give a reason, time of departure and time for return, doctor's name and telephone number if applicable. All notes for dismissal should be brought to the office.**

- Without a note from home, a student will not be permitted to leave school unless a parent comes in person to the office and requests the dismissal of the student at a specific time. Students may not be dismissed by a phone call from the parent except in the case of an emergency.
- In case of school illness, the student must check out through the Clinic. The student is permitted to leave only if contact with parent or specified alternate adult is made.
- If a student returns within the time stated on the written request from the parent, an additional written excuse is not necessary.

**Leaving the school campus without permission at any time after arrival is considered a Code of Conduct violation, and the student is subject to disciplinary action for nonattendance.**

**Official Attendance is taken at 10:00 a.m. each school day. Please try to schedule healthcare appointments to ensure the student will be in attendance at that time.**

### **Admission, Release, Withdrawal**

These are the basic requirements for admission to district schools:

1. The student lives in the district with a parent or legal guardian or one of the student's parents lives in the district, even if the student does not live with that parent.
  - To be eligible for admission based on just the parent's residence in the district, the court which issued a final order in a divorce proceeding must have designated that parent as a managing or possessory conservator for the child.



- The parent enrolling a student based on only the parent's residence in the district must provide a copy of a current final order, signed by the judge and showing a file stamp from the court, designating the parent as a managing or possessory conservator.
2. The student is under age 18 and, subject to district policy at FD (Local) and FDA (Local), lives in the district with an adult resident of the district who has accepted a Power of Attorney from the child's parent or legal guardian. The school district has Power of Attorney forms to be completed by both the parent and the person the student lives with.
  3. The student is under age 18 and does not reside in the district, but a grandparent who provides a substantial amount of after-school care for the person resides in the district. "Substantial amount of after-school care" means the grandparent provides after-school care for the student at least three hours per school day for four days during the regular school week; this shall not include time spent participating in school-sponsored, afterschool activities.
  4. Students under the age of 18 must be enrolled by a parent, legal guardian, or adult resident who has a valid Power of Attorney for the student. Students who are 18 or older, who are legally married, or who have ever been legally married, and who have not graduated from high school can enroll themselves.
  5. The adult enrolling the student must present current immunization records or show proof that the required immunizations have begun.
  6. No later than 30 days after a student has been enrolled, the adult enrolling the student must provide a copy of a birth certificate or other acceptable identification for the child, and copies of the education records from the school the child last attended.

We do not ordinarily admit overage students to school. However, a student who is 21 or younger and who has completed a GED program, but has not graduated from any high school, will be admitted.

As part of our dropout recovery programs, we may admit someone between the ages of 21 and 26 for the purpose of completing the requirements for a high school diploma. A student admitted for this purpose and who has not attended school in the preceding three years will not be placed in a classroom setting, cafeteria, or other school-sanctioned activity with a student who is 18 or younger; however, those students remain free to attend all school-sponsored events which are open to the public.

The Application for Admission and Enrollment forms are official government records, and it is a crime to provide false information of any kind or false records for identification. School officials can ask parents or another adult enrolling a student to provide some evidence that they are bona fide residents of the school district. As required by law, we will record the name, address, and date of birth of the person enrolling a student.

If school officials have reason to question the legitimacy of a child's residency information, they can investigate to determine the student's actual place of residence. If the district finds a student is not really a district resident, the student will be withdrawn, and school

officials will take the necessary legal steps to recover the maximum tuition fee the school district can charge or the amount the board of trustees budgets as an expense per student.

### **Attendance Zones**

The Board of Trustees has established geographic boundaries for each school, and students generally must attend the schools in the zone for their street address. You can make a written request for your child to attend a particular school and will have a chance to explain to the superintendent why you think your request should be granted. Contact the superintendent for further information if you are not satisfied with the superintendent's decision.

### **ACADEMIC PROGRAMS**

The school counselor provides students and parents' information regarding academic programs to prepare for higher education and career choices. [For more information, see **Academic Counseling** on page 29 of this handbook and **Policy EIF.**]

### **BULLYING**

Bullying is defined in Section 37.0832 of the Education Code as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical contact that:

- Has the effect or will have the effect of physically harming or of damaging a student's property, or
- Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for the 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 is prohibited by the district and could include hazing, threats, taunting, teasing, assault, demands for money, confinement, destruction of property, theft of valued possessions, name-calling, rumor-spreading, and ostracism. In some cases, bullying can occur through electronic methods, called "cyberbullying." Cyberbullying is defined by Section 37.0832 of the Education Code as bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

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

investigation indicates bullying has occurred. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying.

Harassment or bullying of any kind (e.g., verbal, sexual, racial, etc.) will not be tolerated at school. If at any time a student feels like he or she is being harassed or bullied or has witnessed this of another student, it is important for the student or parent to notify a teacher, school counselor, principal, or another district employee as soon as possible to obtain assistance and intervention. The administration will investigate any allegations of bully or other related misconduct.

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

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

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

[Also see **School Safety Transfers** on page 8, **Hazing** on page 40, and policy FFI(LOCAL).]

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

A student or parent who is dissatisfied with the outcome of an investigation may appeal through policy FNG (LOCAL). [Also, see **Safety Transfers/Assignments** on page 8, **Discrimination, Harassment, Retaliation** on pages 30 and 31, **Hazing** on page 40, and policy FFI, and the **District Improvement Plan**, a copy of which can be viewed by the campus office.]

## **CELEBRATIONS**

Although a parent or grandparent is not prohibited from providing food for a school-designated function or for children in the child's or grandchild's classroom for his or her birthday, please be aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to discuss this with the child's teacher prior to bringing in any food in this circumstance. Occasionally, the school or a class may host certain functions or celebrations tied to the curriculum which will involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers for bringing food products. [See **Food Allergies** on page 43.]

## CHILD SEXUAL ABUSE AND OTHER MALTREATMENT OF CHILDREN

The district has established a plan for addressing child sexual abuse and other maltreatment of children, which may be accessed by contacting District Central Administration at 469-742-8000. As a parent, it is important for you to be aware of warning signs which could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare, as well as a failure to make a reasonable effort to prevent sexual conduct with a child. Anyone who suspects a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

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

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

Parents, if your child is a victim of sexual abuse or other maltreatment, the school counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (TDFPS) 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](#).

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 31.]

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

- [Child Welfare Information Gateway Factsheet](#)
- [KidsHealth, for Parents, Child Abuse](#)
- [Texas Association Against Sexual Assault, Resources](#)
- [Texas Attorney General, What We Can Do About Child Abuse Part One](#)
- [Texas Attorney General, What We Can Do About Child Abuse Part Two](#)

## CAMPUS PERFORMANCE AND ACCOUNTABILITY

We will keep you informed annually of your children's campus ratings and whether the campus has been identified under state and federal law as one needing improvement. If the campus is so identified, we will inform you of your rights regarding public school choice and transportation at that time. You will receive information with your child's report card

for the first reporting period of each year related to the campus performance rating under the state accountability system.

## **CLASS SCHEDULES**

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

It is important for parents to know student supervision at all three LISD elementary schools begins at 7:30 each morning. Students may enter the school, as the doors are unlocked every day at 7:30.

Elementary schools will be dismissed daily at 3:10. Please pick up children at 3:10. Situations occasionally arise causing parents to be delayed in picking up students. In order to provide a safe area for students who are waiting, students will not be left outside after 3:20. If parents have not yet arrived by 3:20, students will move inside the buildings and wait in the office. If parents have not arrived by 3:30, the office staff will assist children in calling parents to determine the status of their arrival. Thank you for helping us secure safe and timely procedures for students before and after school.

## **CLASSROOM EXPECTATIONS**

1. Students should be in their seats when the bell rings; tardies are not permitted.
2. Students should be prepared for class; bring materials: paper, pencil, pen, and required binders and books.
3. Students should be polite to everyone; they should raise their hands and wait to be called upon to speak.
4. Students should respect the rights and property of others.
5. Students should follow all teacher directives the first time they are given.
6. Students should wait to be dismissed from class by the teacher.

## **COMPLAINTS AND CONCERNS**

Usually student or parent complaints or concerns can be addressed by a phone call or a conference with the teacher or principal. For those complaints and concerns which cannot be handled so easily, the district has adopted a standard complaint policy at FNG(LOCAL) in the district's Policy manual. A copy of this policy may be obtained in the principal's or superintendent's office or on the district's Website at [www.lovejoyisd.net](http://www.lovejoyisd.net).

In general, the student or parent should submit a written complaint and request a conference with the campus principal. If the concern is not resolved, a request for a conference should be sent to the superintendent. If still unresolved, the district provides for the complaint to be presented to the board of trustees.

## **CONDUCT AND DISCIPLINE**

### **Applicability of School Rules**

As required by law, the board has adopted a **Student Code of Conduct** which prohibits certain behaviors, and defines standards of acceptable behavior both on and off campus, as well as on district vehicles, and provides 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.

To achieve the best possible learning environment for all students, the **Student Code of Conduct** and other campus rules will apply whenever the interest of the district is involved, whether on or off school grounds, in conjunction with classes and school-sponsored activities.

### **Academic Dishonesty**

Academic dishonesty is not acceptable. Cheating includes the copying of another student's work, such as homework, class work, or test answers, as one's own. A student found to have engaged in academic dishonesty will be subject to loss of credit for the work in question, as well as disciplinary penalties, according to the **Student Code of Conduct**.

### **Detention**

A student may be detained outside of school hours on one or more days if the student violates the school's rules of conduct. The detention shall not begin, however, until the student's parents have been notified of the reason for the detention and can make arrangements for the student's transportation on the day(s) of the detention.

### **Disruptions of School Operations**

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

- Interference with the movement of people at an exit, entrance, or hallway of a district building without authorization from an administrator.
- Interference with an authorized activity by seizing control of all or part of a building.
- Use of force, violence, or threats in an attempt to prevent participation in an authorized assembly.
- Use of force, violence, or threats to cause disruption during an assembly.
- Interference with the movement of people at an exit or an entrance to district property.
- Use of force, violence, or threats in an attempt to prevent people from entering or leaving district property without authorization from an administrator.
- Disruption of classes or other school activities while on district property or on public property which is within 500 feet of district property. Class disruption includes making loud noises; trying to entice a student away from, or to prevent a student from

attending, a required class or activity; and entering a classroom without authorization and disrupting the activity with loud or profane language, or any misconduct.

- Interference with the transportation of students in vehicles owned or operated by the district.

### **Campus Behavior Coordinator**

By law, each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. The behavior coordinator at each district campus is the assistant principal assigned to that campus.

### **Social Events**

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

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

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

## **CONTAGIOUS DISEASES / CONDITIONS**

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

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

## **COUNSELING**

### **Academic Counseling**

Each spring, students in grade 4 will be provided information on anticipated course offerings for the next school year, as well as other information which will help them make the most of academic opportunities. The school counselor is available to students and parents to talk about the importance of postsecondary education and how best to plan for postsecondary education, including appropriate courses to consider and financial aid availability and requirements.

### **Personal Counseling**

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, emotional or mental issues, or substance abuse. Students may see the school counselor through self-referral, parent referral, teacher referral, or administrator referral. 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 which may be of assistance.

[Also see **Substance Abuse Prevention and Intervention** on page 65, and **Suicide Awareness and Mental Health Support** on page 66, and **Child Sexual Abuse and Other Maltreatment of Children and Dating Violence** on page 31.]

### **Psychological Exams, Tests, or Treatment**

We will seek and obtain your written consent before conducting any psychological examination, test, or treatment of your child, unless the examination is part of an investigation by Child Protective Services in response to a report of known or suspected child abuse or neglect. If the examination or test is part of the comprehensive assessment to see if your child needs special education or related services, before we obtain consent, on your request, we will provide you with information about the name and type of examination and how the examination will be used to develop an appropriate individualized program for your child.

[For more information, refer to policies EHBA(LLEGAL), FFE(LLEGAL), and FFG(EXHIBIT).]

### **CREDIT BY EXAM—If a Student Has Not Taken the Course**

A student will be permitted to take an examination to earn credit for an academic course for which the student has had no prior instruction or to accelerate to the next grade level. The examinations offered by the district are approved by the district's board of trustees. The dates on which examinations are scheduled during the 2018-2019 school year will be published in appropriate district publications and on the district's website. The only exceptions to the published dates will be for any examinations administered by another entity besides the district, or if a request is made outside of these time frames by a student experiencing homelessness or by a student involved in the foster care system. When another entity administers an examination, a student and the district must comply with the testing schedule of the other entity. During the testing window provided by the district, a student may attempt a specific examination only once.

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

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

### **CREDIT BY EXAM— If the Student Has Taken the Course/Subject**

A student who has previously taken a course or subject – but did not receive credit or a final grade for it – may, in circumstances determined by the principal or attendance committee, be permitted to earn credit 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. Prior instruction may include, for example, incomplete coursework by a student transferring from a nonaccredited school. The opportunity to



take an examination to earn credit for a course or to be awarded a final grade in a subject after the student has had prior instruction is sometimes referred to as “credit recovery.”

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.

## **DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION**

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

The board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors which are based on a person’s race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law. [See policy FFH.]

### **Dating Violence**

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

Examples of dating violence against a student may include, but are not limited to, physical or sexual assaults, name-calling, put-downs, threats to hurt the student or 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, attempts to isolate the student from friends and family, stalking, or encouraging others to engage in these behaviors.

### **Discrimination**

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

### **Harassment**

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

substantially interferes with the student's academic performance. A copy of the district's policy is available in the principal's office and in the superintendent's office, or on the district's website: [www.lovejoyisd.net](http://www.lovejoyisd.net).

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

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

### **Sexual Harassment and Gender-Based Harassment**

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

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

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

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

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

### **Retaliation**

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

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

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

## **Reporting Procedures**

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

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

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

## **Investigation of Report**

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

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

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

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

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

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

## **DISCRIMINATION**

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on pages 31-32.]

## **DISTRIBUTION OF PUBLISHED MATERIALS OR DOCUMENTS**

### **School Materials**

Publications prepared by and for the school may be posted or distributed with the prior approval of the principal, sponsor, or teacher. Such items may include school posters, brochures, flyers, etc. All school publications are under the supervision of a teacher, sponsor, and the principal. All materials prepared and published as part of a school's journalism or language arts programs are under the control and supervision of the administration and the Board of Trustees. The principal has final approval authority on all materials published or distributed in the name of the school.

[See **Directory Information for School-Sponsored Purposes** on page 15.]

### **Non-School Materials From Students**

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

The principal has designated the campus lobby as the location for approved non-school materials to be placed for voluntary viewing by students. [See policies at FNAA.]

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

### **Non-School Materials From Others**

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

Prior review will not be required for:

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

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

## **DRESS AND GROOMING**

The district's dress code is established to teach grooming and hygiene, prevent disruption, and minimize safety hazards. The dress code must be adhered to anytime students are on campus during the school day. In the interest of good grooming, students are expected to be neat and clean.

The Lovejoy Independent School District is committed to providing an educational experience for each student which is second to none. Therefore, the dress and grooming guidelines should serve to create a school environment which is appropriately serious for school, but not so rigid that it causes a disturbance for young learners. The dress and grooming guidelines should facilitate the school district's primary mission of providing a maximum learning experience (providing a superior education) for all students. The campus principals and the teachers must have sufficient latitude to exercise professional judgment in determining which dress and grooming choices are within the guidelines and which are a violation of those standards. The following guidelines are provided to assist the parent and student in choosing appropriate dress for the school environment.

Efforts are being made by LISD to ensure the highest standards of performance for all LISD stakeholders and to promote a safe and secure environment which is free from the perception of fear, threat, or danger. The school environment will not be the appropriate place to test or display extreme styles in fashion or hairstyle. Also, as we prepare the leaders of tomorrow, we want to introduce them to the realities of personal presentation and first impressions in the world they will face following graduation.

The Dress/Grooming Code is intended to set clear limits for students, while still allowing students the freedom to have a variety of choices. The cooperation of parents and students along with the consistent and fair enforcement of this policy by teachers and administrators are essential to the effectiveness of these guidelines.

It is prescribed that students come to school in appropriate attire which portrays an excitement to learn and develop, and also establishes the standard for their roles as ambassadors of Lovejoy ISD and the Lovejoy Graduate Profile.

If the principal determines a student's grooming or clothing violates the school's dress code, the student may 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.

**The following modes of dress or grooming are strictly prohibited:**

**Clothing:**

1. Clothing, including tee shirts, which displays sex, violence, drugs, tobacco, alcohol, death, gang or hate slogans or pictures
2. Short shorts, skirts (must be of moderate mid-thigh length and appropriate for stairs and sitting)
3. Pants, shorts, and skirts worn below the waist (“sagging” garments are not acceptable). In general, pants should be worn at the natural waistline and worn with a belt if made for a belt. Pants which are designed to wear below the natural waistline may be acceptable if they do not show underwear or skin between the top of the pants and the waistline.
4. No underwear or skin should be showing below the waistline
5. Trench coats or dusters
6. Underwear as outerwear, exposed underwear or no underwear
7. Exposed midriff or cleavage; If exposed in any activity (sitting, standing, walking, leaning over), the clothing is prohibited (Crop-style tops will require a shirt under them)
8. See-through shirts (e.g. thin or mesh)
9. Spaghetti straps, tank tops, basketball jersey (unless worn over an appropriate garment, such as an acceptable tee shirt)
10. Oversized, or extremely long, baggy jeans (pants with pant legs which totally cover or hide the shoes are inappropriate)
11. Leggings without appropriate clothing which extends over and covers the hips
12. Bare feet
13. Chains on clothing or wallets, or chains worn as necklaces (Refers to chains which are sufficiently heavy and could be used as a weapon)
14. Any clothing or style which is disruptive in the judgment of the principal is inappropriate

**Grooming:**

15. Non-natural colored hair (green, blue, purple, orange, cherry-red, etc.)
16. Hats, caps, sunglasses (worn inside)
17. Hairstyles which are disruptive (head and facial)
18. Bandannas, hairnets, skull caps
19. Body piercing jewelry (other than jewelry in the ears)
20. Jewelry with swastikas, pentagrams, spoons or other drug-related items
21. Heavy or spiked jewelry (e.g. dog collars, heavy chains)
22. Writing on body (body paint)
23. Tattoos with disruptive, profane, or lewd pictures or writing
24. All extreme hairstyles and body art which are disruptive

In order to exercise an exception to the District's Dress and Grooming Guidelines, a student's parent or legal guardian must complete a form requesting an exception to the

campus administrator for approval. An exception may only be exercised by a student after approval from the campus administrator. The District will not substantially burden a student's free exercise of religion, unless the burden is in furtherance of a compelling governmental interest and is the least restrictive means of furthering that interest.

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

## **ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES**

### **Acceptable Use of District Technology Resources**

District-owned technology resources for instructional purposes may be issued to individual students. Use of these technological resources, which include the district's network systems and use of district equipment, is restricted to approved purposes only. Students and parents will be asked to sign a user agreement (separate from this handbook) regarding 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 which are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition also applies to conduct off of school property, whether the equipment used to send such messages is district-owned or personally owned, if it results in a substantial disruption to the educational environment. Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as "sexting," will be disciplined according to the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement. Because engaging in this type of behavior can lead to bullying or harassment, as well as possibly impede future endeavors of a student, we encourage you to review with your child ['Before You Text' Sexting Prevention Course](#), a state-developed program which addresses the consequences of engaging in inappropriate behavior using technology.

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

### **Limiting Electronic Communications With Students by District Employees**

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

homework, and tests. As a parent, you are welcome to join or become a member of such a page.

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

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

## **EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS**

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

Eligibility for initial and continuing participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL), a statewide association overseeing interdistrict competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. [See <http://www.uil texas.org> for additional information.]

The following requirements apply to all extracurricular activities:

- A student who receives, at the end of a grading period, a grade below 70 in any academic class other than an Advanced Placement or International Baccalaureate course; or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or language other than English may not participate in extracurricular activities for at least three school weeks.
- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- An absence for participation in an activity which has not been approved will receive an unexcused absence.

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

### **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, which are stricter than those for students in general. If a violation is also a violation of school rules, the consequences specified by the Student Code of Conduct or



by local policy will apply in addition to any consequences specified by the organization's standards of behavior.

[For further information, see policies at FM and FO. For student-organized, student-led groups, see **Meetings of Noncurriculum-Related Groups** on page 60.]

## **FEES**

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

- Costs for materials for a class project the student will keep.
- Membership dues in voluntary clubs or student organizations, and admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student health and accident insurance.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the district.
- Personal apparel used in extracurricular activities which becomes the property of the student.
- Lost student identification cards.
- Fees for lost, damaged, or overdue library books.
- Summer school for courses offered tuition-free during the regular school year.
- A fee not to exceed \$50 for costs of providing an educational program outside of regular school hours for a student who has lost credit because of absences and whose parent chooses the program in order for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.

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

## **FUND-RAISING**

Student groups or classes and/or parent groups may be permitted to conduct fund-raising drives for approved school purposes. An application for permission must be made to the principal at least 5 days before the event. [For further information, see policies at FJ and GE.]

Students may not sell items at school for individual profit.

## **GANG-FREE ZONES**

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

## **STUDENT REPORTING INFORMATION**

### **Nine Weeks Grade Reporting**

Grades 1, 2, 3, and 4 reporting is conducted every nine weeks. The purpose of this report card is to communicate with parents and students about the mastery of knowledge and skills. Kindergarten follows the nine-week schedule for the second semester only.

### **Reporting Conduct**

Each nine weeks, teachers in grades 1, 2, 3, and 4 report on children's behavior and work habits.

Behavior/work habit expectation for each student:

- Strives for quality work
- Respects adults, peers, school property
- Organizes self, materials, and belongings
- Listens attentively and follows directions
- Participates appropriately in group activities
- Stays on task

Progress indicators are:

- Consistently
- Often
- Sometimes
- Rarely

## **HARASSMENT**

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 31-32.]

## **HAZING**

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

- Any type of physical brutality;

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

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

[Also see **Bullying** on page 24 and policies FFI and FNCC.]

## **HEALTH-RELATED MATTERS**

### **Student Illness**

When your child is ill, please contact the school to let us know he or she won't be attending that day. It is important to remember that schools are required to exclude students with certain illnesses from school for a period of time as specified by state rules. For example, if your child has a fever over 100 degrees, he or she must stay out of school until fever free for 24 hours without fever-reducing medications. In addition, students with diarrheal illnesses must stay home until they are diarrhea-free without diarrhea-suppressing medications for at least 24 hours. A full list of conditions for which the school must exclude children can be obtained from the school nurse.

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

The district is also required to report certain contagious (communicable) diseases or illness 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 notable conditions.

Contact the school nurse if you have questions or if you are concerned about whether or not your child should stay home.

### **Bacterial Meningitis**

State law specifically requires the district to provide the following information:

- What is meningitis?

Meningitis is an inflammation of the covering of the brain and spinal cord. It can be caused by viruses, parasites, fungi, and bacteria. Viral meningitis is most common and the least serious. Bacterial meningitis is the most common form of serious

bacterial infection with the potential for serious, long-term complications. It is an uncommon disease, but requires urgent treatment with antibiotics to prevent permanent damage or death.

- What are the symptoms?

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

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

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

- How serious is bacterial meningitis?

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

- How is bacterial meningitis spread?

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

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

- How can bacterial meningitis be prevented?

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

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

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

You should seek prompt medical attention.

- Where can you get more information?

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

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

Also refer to **Immunizations**, page 45, for more information.

### **Food Allergies**

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

The district will develop and annually review a food allergy management plan, which addresses employee training, dealing with common food allergens, and specific strategies for dealing with students diagnosed with severe food allergies. When the district receives information that a student has a food allergy which puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. Parents can contact the school nurse at their campus for information on the district's food allergy management plan. [Also see policy FFAF and **Celebrations** on page 25.]

### **Head Lice**

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

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

treatment used. The nurse can also offer additional recommendations, including subsequent treatments and how to best get rid of lice and prevent their return.

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

### **Spinal Screening Program**

School-based spinal screening helps identify adolescents with abnormal spinal curvature and refer them for appropriate follow-up by their physician. Screening can detect scoliosis at an early stage, when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities. All students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature before the end of the school year. For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, see policy FFAA(LEGAL) or contact the superintendent.

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

### **Physical Activity for Students in Elementary and Middle School**

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

Elementary Physical education is required unless excused by written request of the family physician. Following an extended absence from activity, a physician's release is necessary to resume physical education classes. Of course, a note signed by the parent requesting a student be excused for a day or two for a minor illness or situation will be honored.

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

### **School Health Advisory Council (SHAC)**

During the preceding school year, the district's School Health Advisory Council held one meeting. Additional information regarding the district's School Health Advisory Council is available from the Executive Director of Special Education and Academic Services at (469) 742-8000. [See also policies at BDF and EHAA.]

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

## **Other Health-Related Matters**

### **Physical Fitness Assessment**

Annually, the district will conduct a physical fitness assessment of students in grades 3–12 who are enrolled in a physical education course or a course for which physical education credit is awarded. At the end of the school year, a parent may submit a written request to the principal to obtain the results of his or her child’s physical fitness assessment conducted during the school year, if it was not received by the parents when sent home.

### **Vending Machines**

The district has adopted policies, and implemented the state and federal policies and guidelines for food service, including guidelines to restrict student access to vending machines. For more information regarding these policies and guidelines, see the campus principal. [See policies at CO and FFA.]

### **Tobacco Prohibited**

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

### **Asbestos Management Plan**

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district’s Asbestos Management Plan is available in the District Central Administration office. If you have any questions or would like to examine the district’s plan in more detail, please contact David Dillon, the district’s designated asbestos coordinator, at (469) 742-8028.

### **Pest Management Plan**

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

All pesticides used are registered for their intended use by the United States Environmental Protection Agency, and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who have further questions or who want to be notified prior to pesticide application inside their child's school assignment area may contact Larry Ehart, Lovejoy ISD IPM Coordinator, at [469-742-8000](tel:469-742-8000).

## **HOMELESS STUDENTS**

You are encouraged to inform the district if you or your child are experiencing homelessness. For information on services for homeless students, contact the district’s

Liaison for Homeless Children and Youths, Mitci Allen, at (469) 742-8000. [See also **Students Who Are Homeless** on page 13.]

## **HOMEWORK**

Kindergarten and 1st grade may have 10 minutes of homework each night. The amount of homework given in other grade levels will be 10 minutes times the grade level. (Example: 3rd grade may give 30 minutes of homework per night.) Students may sit out a portion of their recess to complete homework or may stay for an after school “Study Club.” This is in addition to nightly reading and studying math facts. Special projects may be assigned.

## **IMMUNIZATIONS**

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized. For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (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 <https://corequest.dsch.texas.gov/>. The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

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

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

## **LAW ENFORCEMENT AGENCIES**

### **Questioning of Students**

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



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

### **Students Taken Into Custody**

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

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

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

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

### **Notification of Law Violations**

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been 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 prosecution, received deferred adjudicated, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors.
- All appropriate district personnel in regards to a student who is required to register as a sex offender.

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

## **LIMITED ENGLISH PROFICIENT STUDENTS**

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

In order to determine a student's level of proficiency in English, the LPAC will use information from a variety of assessments. If the student qualifies for services, and once a level of proficiency has been established, the LPAC will then designate instructional accommodations or additional special programs 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 64, may be administered to a LEP student. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to LEP students who qualify for services.

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

## **LOST AND FOUND**

Found items are taken to the office or cafeteria. Jackets, coats, shoes, etc. are placed in the LOST & FOUND. To facilitate the return of lost items, it would be helpful to have articles of clothing and supplies labeled with the student's name. Any unclaimed clothing is donated to charity at the end of each semester. The district discourages students from bringing to school personal items of high monetary value, as the district is not responsible for lost or stolen items.

## **MAKEUP WORK**

### **Makeup Work Because of Absence**

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

A student will be responsible for obtaining and completing the makeup work in a satisfactory manner and within the time specified by the teacher.

Students will be given one day for each day absent to make up the missed work without penalty. A student who does not make up assigned work within this time frame will be subject to the grade level standards regarding unfinished work.

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

### **Unfinished Classwork**

If a student fails to turn in work on the day it is due, he/she will be allowed to complete unfinished homework during recess or at an after school 'study club'. No points will be deducted for late assignments. Late assignments will be reflected in "Work Habits". Each grade level will develop a policy regarding when the number of late assignments will lower the grade for "Work Habits." Parents will be contacted when there is a drop in the "Work Habits" grade.

- When a student is absent, he/she will be given one day for each day absent to make up the missed work without penalty.
- Work not submitted within this time frame becomes late work and subject to the penalty mentioned above.
- When a pattern of late work is seen, the teacher should analyze the problem to determine appropriate actions which may include:
  1. Parent conference
  2. Counseling
  3. Informal skills assessment
  4. Study Hall/ Tutoring
  5. Intervention Team Referral

### **DAEP Makeup Work**

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

## **In-School Suspension (ISS) Makeup Work**

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

## **MEDICINE AT SCHOOL**

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

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

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

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

Whether the student is at 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 the district is made aware of any safety and medical issues.

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

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

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

### **Psychotropic Drugs**

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

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

### **PARTIES (School or Private)**

Elementary campuses may maintain three (3) exempt days each school year for classroom parties outside of the meal service time, where foods and beverages not meeting the federal Smart Snack regulations may be offered. For more information, see page 59.

Parties will be planned by room mothers or fathers for the last hour of the school day on the following days:

Winter Holiday:	December 19 - 11:00 a.m.
Valentine:	February 14 – 11:00 p.m.
End of Year:	May 31 - 11:00 a.m.

The above three dates will be our FMNV exempt days.

Thanksgiving Luncheons will be at the elementary campuses on the following dates:

Hart – November 13

Puster – November 8

Lovejoy – November 15

Parties for individual students at school are not suggested. You or a grandparent may provide any food product of your choice to your child and his or her classmates on the occasion of the child's birthday or for any of the 3 other school days above designated for class parties.

Students are asked to handle private party arrangements after school hours or on weekends. Please do not bring invitations to school to be given to students. However, if the entire class or grade level is invited, invitations can be distributed at school if prior arrangements are made with the principal.

If you plan a private party at home after school hours, private transportation must be provided.

## **NONDISCRIMINATION STATEMENT**

In its efforts to promote nondiscrimination, Lovejoy I.S.D does not discriminate on the basis of race, religion, color, national origin, gender, disability, or any other basis prohibited by law, in providing education services, activities, and programs, including CTE programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Title II of the Americans with Disabilities Act of 1990 (ADA), as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973, as amended.

The following district representatives have been designated to coordinate compliance with these legal requirements:

- Title IX Coordinator, for concerns regarding discrimination on the basis of gender: [Stephani Kranz, **Director of Professional Development, Selection, and Recruitment**, 259 Country Club, Allen, Texas 75002, at (469) 742-8000.
- ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Sancy Fuller, Director of Special Education and Academic Support, 259 Country Club, Allen, Texas 75002, at (469) 742-8000.
- All other concerns regarding discrimination: See the superintendent, Ted Moore, (469) 742-8000.

[See policies FB, FFH, GKD.]

## **PHYSICAL EXAMINATIONS / HEALTH SCREENINGS**

Lovejoy ISD will administer physical exams and/or screenings permitted or required under state law.

## **PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE**

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

the principal to excuse their child from reciting a pledge. [See **Excusing a Student from Reciting the Pledges to the U.S. and Texas Flags** on page 7.]

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

## **PRAYER**

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

## **PROBLEM SOLVING TEAM**

The Problem Solving Team is an intervention team designed to work collaboratively with the classroom teacher to provide additional support for struggling learners. The team pools information about the student in an effort to develop concrete and successful methods for helping him/her to approach school in a more positive, productive manner. A request for services can originate with faculty members, administrators, parents, or students when the student is experiencing significant difficulty in his/her instructional day, and the teacher has explored various alternatives without success.

A PST meeting will be scheduled if, after documented attempts by teacher, parents, or other school staff, the student continues to need alternative educational programming. Intervention strategies are then devised in a team approach with the regular classroom teacher(s).

## **PROMOTION AND RETENTION**

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

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

## **QUESTIONING STUDENTS AT SCHOOL**

As school officials, we have the right to question your child about his or her own conduct at school and, in the investigation of alleged misconduct by other students, to question him or her about the conduct of others. We expect students to cooperate in this process, and the refusal to cooperate will be treated as insubordination and disciplined accordingly. We will not ordinarily contact you before questioning your child about his or her own

conduct or about the conduct of other students, but certainly will contact you as provided in the Student Code of Conduct if our investigation shows your child has violated school conduct rules. The Code of Conduct provides a complete explanation of the discipline processes and when you will be contacted. Our investigation of possible violations of the Code of Conduct is not a criminal proceeding, and there is no such thing as “taking the Fifth” or a student’s right not to incriminate him or herself in a school discipline investigation.

Sometimes law enforcement officials or investigators from Child Protective Services (CPS) ask to interview students at school. In the case of an investigator from Child Protective Services conducting a child abuse or neglect investigation, we are required by state law to permit the investigator to talk to the child at school. We will also make every effort to cooperate with law enforcement officials conducting an investigation which requires talking to students. [See **Questioning Students by Law Enforcement** page 46.]

Ordinarily, we will attempt to contact you before the interview by an outside person takes place. However, if the CPS investigator or the law enforcement official asks or tells us not to contact you, we will comply.

## **RELEASE OF STUDENTS FROM SCHOOL**

Because class time is important, doctor’s appointments should be scheduled, if possible, at times when the student will not miss instructional time.

A student who will need to leave school during the day must bring a note from his or her parent that morning, and follow the campus sign-out procedures before leaving the campus. Otherwise, a student will not be released from school at times other than at the end of the school day. Unless the principal has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the instructional day.

If a student becomes ill during the school day, the student should receive permission from the teacher before reporting to the school nurse. The nurse will decide whether or not the student should be sent home and will notify the student’s parent.

## **REPORT CARDS / PROGRESS REPORTS AND CONFERENCES**

Report cards with each student’s performance and absences in each class or subject are issued at least once every nine weeks.

Midway through the grading period, parents will receive a written progress report. If the student is below the expected level of performance, a conference will be necessary. [See **Working Together** on page 3 for how to schedule a conference.]

**Progress Report For 2nd, 3rd, 4th Grades:** (Kindergarten and 1st report progress daily)

September 20, 2018

November 15, 2018

February 7, 2019

April 25, 2019



**Report Card Dates:**

(Nine Weeks)

October 18, 2018

January 10, 2019

March 21, 2019

May 31, 2019

Teachers follow grading guidelines which have been approved by the principal pursuant to the board-adopted policy, and are designed to reflect each student's relative mastery of each standard for the grading period, semester, or course. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or the teacher did not follow the district's grading policy.

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.

Report cards and unsatisfactory progress reports must be signed by the parent and returned to the school within 3 days. Teachers may request additional signatures on progress reports or assessments.

**RETALIATION**

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on pages 31 - 32.]

**SAFETY**

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

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

## **Accident Insurance**

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

## **Drills: Fire, Tornado, and Other Emergencies**

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

## **Emergency Evacuation Procedures**

Contingency plans have been developed in the unlikely event that students need to be evacuated from Lovejoy ISD campuses during the student day.

The following is a summary of the procedure to be used should the school receive a specific threat or have another reason for evacuation:

Law enforcement officials and fire departments will be called.

Should officials from the law enforcement agency, fire department and school determine that students should not return to the school, students will be immediately evacuated to a designated safe area as outlined in the campus Emergency Response Manual.

Parents will be notified and provided information through School Messenger on student location, and if necessary, specific instructions will be given on student pick-up. If a student cannot be picked up, they will be kept safe and may still be picked-up at normal school dismissal time or ride their regular bus route home.

In order to insure maximum safety for each student, parent notification will not begin until after the students are secure. This will prevent traffic jams at the school which could result in delays getting students to a safe area away from school.

If you choose to pick up your child, a State I.D. will be required and you will have to sign your child out.

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

## **Emergency School-Closing Information**

The Lovejoy ISD may close schools because of bad weather or emergency conditions. When such conditions exist, the Superintendent will make the official decision to close or delay school. Lovejoy ISD officials will notify the following:

- **Emergency School Messenger** phone call to designated contacts in PowerSchool (make sure information is current)

- **TV stations** KDFW - 4, KXAS - 5, WFAA - 8, KTVT - 11
- **Radio stations** WBAP 820, KRLD 1080

Lovejoy ISD Email Express subscribers will receive personal notification through email, announcements will be made on the district's Twitter and Facebook Pages, and an announcement will be placed on the district website. The district also notifies staff and Lovejoy ISD parents through the School Messenger phone system.

Each year, parents are asked to complete an emergency release form to provide contact information in the event that school is dismissed early because of severe weather or another emergency.

### **District Tip Reporting**

Safety is one of our district's top priorities. To this end, we use SafeSchools Alert, a tip reporting system which allows students, staff, and parents to submit safety concerns to our administration four different ways:

**Phone:**        [\(469\) 919-5861](tel:(469)919-5861)

**Text:**         **Text #1186 @tip + your tip to ALERT1 or 253781**

**Email:**        **1186@alert1.us**

**Web:**         <http://1186.alert1.us>

Easily report tips on bullying, harassment, drugs, vandalism, or any safety issue you're concerned about. You can submit a tip anonymously online or by telephone. More information, including the SafeSchools Alert Terms of Use and Privacy Policy, is available online at: <http://1186.alert1.us>.

## **SCHOOL FACILITIES**

### **Use by Students Before and After School**

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place.

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

- Gym
- Cafeteria

Unless the teacher or sponsor overseeing the activity gives permission, a student will not be permitted to go to another area of the building or campus.

After dismissal of school in the afternoon, and unless involved in an activity under the supervision of a teacher, students must leave campus immediately.

### **Conduct Before and After School**

Teachers and administrators have full authority over student conduct at before- or after-school activities on district premises, and at school-sponsored events off district premises, such as play rehearsals, club meetings, athletic practices, and special study groups or tutorials. Students are subject to the same rules of conduct which apply during

the instructional day, and will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

### **Use of Hallways During Class Time**

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

### **Student Nutrition Services**

The district participates in the National School Lunch Program and offers students nutritionally balanced meals daily that meet federal and state nutritional standards. Federal and state regulations are also followed for foods and beverages served or sold on school premises during the school day. [For more information, see policy CO(LEGAL).]

Each day, the cafeteria will offer selections of hot and cold lunches on each of the campuses. Students receive a meal account when enrolled at LISD; this account will remain for the duration of their LISD school years. At lunch time, the student will input their student I.D. number on the PIN pad at the cashier's station to access their meal account.

### **Lunch**

A lunch meal may consist of an entrée selection, up to 3 sides, and choice of milk. Federal regulations require a student to select a vegetable and/or fruit as part of their meal. In addition to our daily lunch offerings, students may also purchase snack-like items (a la carte) that meet the federal Smart Snack Standards.

Although it is discouraged, during the child's lunch period, parents may bring food from outside sources (local restaurants) for their child(ren) ONLY. Food may not be brought in for other students.

### **Lunch Cost**

Elementary lunch costs \$2.50 for full-paid students and \$0.40 for students approved for reduced price meals. A la carte items range from \$0.50-\$2.00.

Cashiers are available before school, as well as during lunch hours, to receive money. An elementary school student will be allowed to charge up to \$10 on his/her account before receiving an alternate meal. A la carte items are not allowed to be charged (only meals).

### **Payments**

Payments for lunches may be made daily, weekly, monthly, or yearly by sending in checks or cash with the student, or online at [www.myschoolbucks.com](http://www.myschoolbucks.com). Students are allowed to charge (this occurs when there is no money in his/her account) up to a maximum limit (\$10). Once the student reaches his/her limit, and payment has not been received, students will receive and be charged \$2.00 for an alternate meal consisting of a sandwich, fruit, and milk, until the student/parent makes a payment.

Checks dropped off at the campuses are to have the student's name and student ID # written on the check. Cash is to be in an envelope with the student's name and ID # number written on the front of the envelope. If a parent/student brings cash, the full amount will be deposited into the student's meal account. We are not able to offer change. Payments are accepted from 7:30 a.m. to 8:00 a.m. each morning, and again during lunch times.

### **Point-of-Sale Features**

The Cafeteria uses an automated payment system referred to as the Point-of-Sale (POS). This allows prepayments to be posted, as well as providing tracking information for sales and student purchases. The POS also has the ability to place messages on a student account to alert the cashier of any food allergies, notations, or limitations on student's purchases. Call Student Nutrition Services at (469) 742-8041 for further information.

### **Free and Reduced Lunches**

**Each school year, a new application is required** to apply for free or reduced price lunches. The program is federally funded and offered through the District in conjunction with the National School Lunch Program. Applications are available from the campus office, online at [www.lovejoyisd.net](http://www.lovejoyisd.net), or in the Student Nutrition office. The form is to be completed and returned to the Director's office for processing. Once the completed application is received and processed, Student Nutrition Services will send an approval or denial letter to the household. Households are responsible for any negative balances which may occur during the processing period. We maintain strict confidentiality as to whether students participate in the program. If you would like more information about the program or an application, please contact the Director of Student Nutrition.

### **Smart Snacks in Schools**

In 2014, the USDA released practical, science-based nutrition standards for snack foods and beverages sold to children at school during the school day. The standards, required by Healthy, Hunger-Free Kids Act of 2010, allows schools to offer healthier snack foods to children, while limiting "junk" food.

The Smart Snack regulations also affect fundraisers held during the school day. We encourage you to visit the links below to learn more:

[www.fns.usda.gov/school-meals/smart-snacks-school](http://www.fns.usda.gov/school-meals/smart-snacks-school)  
<http://www.fns.usda.gov/sites/default/files/allfoods.flyer.pdf>

### **Library**

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

- 7:50 a.m. until 3:30 p.m.

Books and other materials may be checked out for two (2) weeks.

1. A book may be renewed if there is no waiting list for the particular item.

2. While there is no fine levied for overdue books, charges may be assessed for lost or damaged material.
3. An overdue list will be circulated to classroom teachers and kept in the library at least one week before report cards are to go out.
4. The same standards of behavior are expected in the library as in the regular classroom.
5. Computer use in the library is contingent upon a returned Acceptable Use Agreement form signed by both the student and parent.

If you have a concern about library materials available to your child, please contact the librarian, teacher, or the principal. We have a policy and process which will allow you to explain your concerns, and reach an understanding about your child's access to the questioned materials.

### **Meetings of Non-Curriculum-Related Groups**

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

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

### **SEARCHES**

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

#### **Students' Desks and Lockers**

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

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

Searches of desks or lockers may be conducted at any time there is reasonable cause to believe they contain articles or materials prohibited by policy, whether or not a student is present.

The parent will be notified if any prohibited items are found in the student's desk or locker.

#### **Telecommunications and Other Electronic Devices**

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

Any searches of personal telecommunications or other personal electronic devices will be conducted in accordance with law, and the device may be confiscated in order to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed.

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

### **Vehicles on Campus**

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

### **Trained Dogs**

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

### **SEX OFFENDER LINK**

Lovejoy Schools has established a link from the LISD Web-page to the Department of Public Safety’s Crime records.

#### Website directions:

Step 1: Go to the internet. Enter [www.lovejoyisd.net](http://www.lovejoyisd.net)

Step 2: Click on “Parent Resources”

Step 3: Click on “Sex Offender Notification” and follow the online instructions.

### **SITE BASED DECISION MAKING COMMITTEES/DISTRICT SITE COUNCIL**

In Texas, the focus of all district and campus planning and decision-making is to improve the performance of all students. The ultimate purpose of all planning and decision-making in schools is to attain the state’s educational goals of equity and excellence in achievement for all students. At both the campus and district levels, parents, community members and business people are appointed to the committees and professional teaching and non-teaching staff are elected.

### **SPECIAL PROGRAMS**

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

## **Dyslexia**

The Dyslexia program is offered in a small class setting and includes reading, writing and spelling as appropriate. Components of instruction, as appropriate for the needs of the student, include phonemic awareness, graphophonemic knowledge (phonics), language structure, linguistics, and processes (strategies) needed to become an independent reader.

Teachers utilize instructional strategies which include explicit, direct instruction which is systematic, sequential, and cumulative, and incorporate the simultaneous use of two or more sensory pathways (auditory, visual, kinesthetic, and tactile) during the teacher presentation and student practice. Individualized instruction which meets the specific learning needs of each student in a small group setting will be intensive, highly concentrated instruction which maximizes student engagement. Meaning-based instruction directed toward purposeful reading and writing with an emphasis on comprehension and composition is the goal.

Students are identified for placement through an evaluation process.

## **English as a Second Language (ESL)**

English as a Second Language (ESL) is intensive English language instruction by teachers trained in recognizing and working with language differences. An ESL program provides intensive instruction which develops oral and written comprehension, and reading and writing in English. An ESL program uses the academic and cultural experience of the student as a platform to provide the appropriate instruction in English. Students in kindergarten through fifth grade who speak or hear a language other than English in their home are given language assessments to determine their eligibility for the ESL program.

## **Gifted and Talented**

### **Enrichment Program**

Each fall, a teacher trained in gifted/talented strategies visits each kindergarten classroom every week to provide differentiated lessons and center activities. The students are grouped with other students within their classrooms and receive enrichment.

### **Primary Pull-Out Program**

Students who meet criteria for gifted and talented services in grades Kindergarten through Second will be served by a trained teacher in gifted education. This weekly pull-out provides an accelerated and enriched curriculum, which is interdisciplinary in nature. The gifted curriculum is differentiated to include advanced levels of creative thinking, critical thinking, group dynamics, independent study, research skills, oral and written communication skills, problem solving, and decision making.

### **Intermediate Pull-Out Program**

Identified students in Third and Fourth grade receive daily services by a teacher who is trained in gifted education. The teacher is the teacher of record for the subject area (math or Integrated Studies). Math instruction provides an accelerated (one-and-a-half years of curriculum per school year) and enriched curriculum. The language arts class provides



an interdisciplinary curriculum, which includes social studies and language arts activities designed for depth and complexity. In both cases, the gifted curriculum is differentiated to include advanced levels of creative thinking, critical thinking, leadership, independent study, research skills, group dynamics, oral and written communication skills, problem solving and decision making.

### **Migrant Education**

The purpose of the Migrant Education Program is to:

- (1) Support high-quality and comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems which result from repeated moves;
  - (2) Ensure that migratory children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and State academic content and student academic achievement standards;
  - (3) Ensure that migratory children are provided with appropriate educational services (including supportive services) which address their special needs in a coordinated and efficient manner;
  - (4) Ensure that migratory children receive full and appropriate opportunities to meet the same challenging State academic content and student academic achievement standards which all children are expected to meet;
  - (5) Design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors which inhibit the ability of such children to do well in school, and to prepare such children to make a successful transition to postsecondary education or employment; and
  - (6) Ensure that migratory children benefit from State and local systemic reforms.
- (NCLB Title I, Part C)

### **LEA Eligibility Criteria**

To be eligible for services, a child must be identified as a “migratory child”. The term “migratory child” means a child who is, or whose parent or spouse is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work:

- a) Has moved from one school district to another;
  - b) In a State which is comprised of a single school district, has moved from one administrative area to another within such district; or
  - c) Resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity.
- (NCLB Title I, Part C)

### **Literacy Support**

Literacy support is provided to students with identified needs in early literacy skills. Students work in a small group setting with a teacher trained in providing intense literacy intervention. Literacy groups are typically 30 minutes daily.

## **Section 504**

Pursuant to Section 504 of the Rehabilitation Act of 1973, the Lovejoy Independent School District has a duty to identify, refer, evaluate and, if eligible, provide a free, appropriate public education to disabled students. Section 504 is a civil rights law prohibiting discrimination against individuals with disabilities, ensuring equal access to an education. Section 504 assures disabled students have educational opportunities and benefits equal to those provided to non-disabled students. To qualify for and receive services under Section 504, the student must demonstrate a “substantial limitation” to a major life activity which requires accommodation in the educational setting to give the disabled student the educational opportunities equal to those of non-disabled students. The educational need must result from the disability and not from other causes. For additional information about the rights of parents of eligible children, or for answers to any questions you might have about identification, evaluation, and placement into Section 504 programs, please contact the school principal or the District’s Section 504 Coordinator, Sancy Fuller, at (469) 742-8000.

Any questions or concerns regarding Title II of the Americans with Disabilities Act (ADA) should be addressed to the ADA Coordinator. The ADA Coordinator for the Lovejoy Independent School District is Sancy Fuller.

## **Special Education**

The Special Education Program serves the needs of students with disabilities ranging in age from 3 through 21 years, whose educational handicaps may be physical, mental, emotional, learning, or speech/language. We also provide services for students with serious visual or hearing handicaps ranging in age from birth to 22 years. In order to help our students achieve their highest potential, an individualized education plan is developed for every student receiving services through the Special Education Department. This plan is developed after a comprehensive multi-disciplinary team, including the parents, has reviewed all the needs of the child. The plan sets short-term goals, long-term goals, and determines instructional and related services, which will best facilitate the child’s progress in the least restrictive environment.

## **STANDARDIZED TESTING**

### **STAAR (State of Texas Assessments of Academic Readiness)**

#### **Grades 3–8**

In addition to routine tests and other measures of achievement, students at certain grade levels will take state-mandated assessments, such as the STAAR, in the following subjects:

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

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

Parents of a student at or above grade level 3 who does not perform satisfactorily on his or her state-mandated examinations, will be notified that their child will participate in special instructional programs designed to improve performance. The student may be required to participate in this instruction before or after normal school hours or outside of the normal school year. Failure of a student to attend these programs may result in violations of required school attendance as well as the student not being promoted to the next grade level.

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 the academic progress.

In addition to routine tests and other measures of achievement, students at certain grade levels will take state-mandated tests (such as STAAR) in the following subjects:

- Mathematics, annually in grades 3–11
- Reading, annually in grades 3–9
- Writing, including spelling and grammar, in grades 4 and 7
- Science in grades 5, 8, 10, and 11
- Any other subject and grade required by federal law

[See policy EKB(LEGAL).]

#### **STAAR Testing Dates:**

- April 9, 2019            Grade 4 STAAR Writing
- May 13, 2019            Grade 3 & 4 STAAR Math
- May 14, 2019            Grade 3 & 4 STAAR Reading

#### **STEROIDS**

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

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

## **STUDENTS IN FOSTER CARE**

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

Please contact the district central administration at (469) 742-8000 with any questions.

[See also **Students in the Conservatorship of the State** on page 12 for more information.]

## **SUBSTANCE ABUSE PREVENTION AND INTERVENTION**

If you are worried your child may be using or is in danger of experimenting, using, or abusing illegal drugs or other prohibited substances, please contact the school counselor. The school counselor can provide you with a list of community resources which may be of assistance to you. The TDSHS maintains information regarding children's mental health and substance abuse intervention services on its Website: [Services for Children and Adolescents](#).

## **SUICIDE AWARENESS**

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

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

## **TARDINESS**

Because it is important to start school on time each day, students need to arrive on time. Teachers begin taking care of important items in their classrooms at 8:00. Attendance and daily activities are discussed at the beginning of the day, and the morning announcements begin promptly. When students are tardy, it causes time-consuming interruptions and inconveniences. Students who are late will also interrupt or miss morning announcements, causing teachers to use time to repeat instructions and change records.

Students who arrive to class after 8:00 AM are considered tardy. Students who arrive after the 8:15 posting of attendance must report to the office to receive a tardy slip which will admit them into class. Office personnel will change their attendance to reflect reason for tardiness. Students will not be admitted to class after 8:15 without the appropriate pass from the office.

Student attendance can be viewed in PowerSchool at any time. Teachers are expected to encourage punctuality from their students and address any excessive tardies in the following manner.

1<sup>st</sup> tardy/six weeks: Friendly reminder to the student.

2<sup>nd</sup> tardy/six weeks: Note home from teacher

3<sup>rd</sup> tardy/six weeks: Phone call home from teacher

4 or more tardies/six weeks: Phone call from Assistant Principal

Repeated instances of tardiness will result in more severe disciplinary action, in accordance with the Student Code of Conduct.

Students who miss more than six mandatory tutorials or who arrive late to school or a class period, or a combination of both (missed tutorials/tardies), within a six-week period, will be disciplined according to the current truancy remedies.

It is also important you are aware that student supervision at each elementary begins at 7:30 each morning. Students may enter the school as the doors are unlocked, every day at 7:30. Please do not drop off your children before this time.

## **TELEPHONE USE**

School telephones are for school business use. Students will be permitted to use school telephones only for emergencies and only with permission. If you call for your child during the school day, we will take a message and deliver it to the student at the end of the class period or other time which will least interfere with instruction. The Student Code of Conduct allows students to carry cellular phones and pagers during the school day, but requires them to be turned off during instruction. Improper use of a cellular phone or pager during the school day will result in the item's being confiscated.

## **TEXTBOOKS, ELECTRONIC TEXTBOOKS, AND TECHNOLOGICAL EQUIPMENT**

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

Some books may be used as classroom sets rather than a textbook for each student taking the course. You may request your child be permitted to take home any textbook used by the student, and if a book is available, we will gladly honor that request. If the teacher requests it, the student must return the textbook to school the following school day.

Textbooks will be inspected during the last six weeks of school to determine damages and consequential fines, which may include:

Ripped, torn, vandalized pages.....\$.50 per page  
Cover or bar-code damage..... \$ 2.00  
Water damage/Broken spine/Missing pages .....price of book

If you discover your child has lost a textbook, please contact the school immediately for replacement costs.

## **TRANSFERS**

If a student is receiving special education services at a campus outside his or her attendance zone, the parent or guardian may request that any other student residing in the household be transferred to the same campus, if the appropriate grade level for the transferring student is offered on that campus. [See policy FDB(LOCAL).]

[See **School Safety Transfers**, on page 8, and **Providing Assistance to Students Who Have Learning Difficulties or Who Need Special Education Services**, on page 10, for other transfer options.]

## **TRANSPORTATION**

### **School-Sponsored Trips**

Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. The principal, however, may make an exception if the parent makes a written request the student be released to the parent or to another adult designated by the parent.

### **Bicycles**

Bicycles are to be parked in the bicycle rack at each campus, and are not to be used except to go home after school. The school is not responsible for damage or theft while the vehicle is parked on school property during daytime, nighttime, or weekends. Students should not be driving 2, 3, or 4-wheeled motor bikes or go-carts on school property.

### **Buses and Other School Vehicles**

Bus routes and stops will be designated annually, and any subsequent changes will be posted at the school and on the district's website. For the safety of the operator of the vehicle and all passengers, students must board buses or other vehicles only at authorized stops, and drivers must unload passengers only at authorized stops. A parent may also designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated facility or residence must be on an approved stop on an approved route. For information on bus routes and stops, or to designate an alternate pickup or drop-off location, you may contact the LISD Transportation Department, visit the LISD webpage at [www.lovejoyisd.net](http://www.lovejoyisd.net) or contact David Dillon at (469) 742-8028.

Only eligible students are permitted to ride a bus and must ride only their assigned bus. School transportation is a privilege, not a State requirement. Bus safety regulations must be followed. School principals are responsible for the student while on the bus and reserve the right to resolve discipline problems occurring between home and the school.

Bus drivers are charged with maintaining proper student conduct, including assigning individual seats and possible video recording, when necessary. Students are expected to conduct themselves on buses in the same manner as in the classroom. If the driver

cannot, by reasonable means, obtain cooperation from a student the following actions will be taken:

1. For all infractions of rules, the driver will provide verbal warnings. The driver will then prepare a Bus Conduct Report, which will be processed by the Transportation Department and forwarded to the appropriate school principal for action.
2. When damage to the bus is involved, reimbursement for the damage will be part of the penalty assessed.
3. Following are penalties for misconduct:
  - 1st report – Parents are to be notified by the principal and the pupil placed on probation.
  - 2nd report – Three-day minimum suspension from riding the bus, depending upon the nature of the violation.
  - 3rd report – Suspension from riding the bus for the remainder of the school semester, or 20 days, whichever is greater.

In extreme cases, the driver may notify a member of the Administration who may take immediate action, including suspension, until such time as the principal handles the incident.

Upon reinstatement after a semester or 20-day suspension, any other violation will be cause for suspension for the remainder of the school year. Elementary students may be granted one additional 10-day suspension before a final suspension.

### **Flagrant Violation**

Flagrant violations may include fighting, gross insubordination, inappropriate or indecent exposure, and other acts which might cause safety hazards.

- 1st report – Fifteen-day suspension from riding the bus
- 2nd report – Suspension from riding the bus for the remainder of the school semester, or 20 days, whichever is greater.

### **Permission to Ride Bus**

Before a student (Grades K – 6) will be allowed to ride a bus other than the one they normally ride (or for students who do not normally ride the bus, but need to in certain circumstances), he or she must have a note from the parent or guardian which is verified and signed by one of the principals prior to the dismissal bell.

### **School Bus Safety Regulations**

Students are expected to assist District staff in ensuring the buses remain in good condition and transportation is provided safely. When riding in District vehicles, students are held to behavioral standards established in this handbook and the Student Code of Conduct. Misconduct will be punished in accordance with the Student Code; the privilege to ride in a district vehicle, including a school bus, may be suspended or revoked.

Students must:

1. Follow the driver's directions at all times.
2. Enter and leave the vehicle in an orderly manner at the designated stop.
3. Keep feet, books, instrument cases, and other objects out of the aisle.

4. Not deface the vehicle or its equipment.
5. Not put head, hands, arms, or legs out of the window, hold any objects out of the window, or throw objects within or out of the vehicle.
6. Not possess or use any form of tobacco or e-cigarettes on any district vehicle.
7. Be seated while the vehicle is moving.
8. Fasten seat belts, if available.
9. Wait for the driver's signal upon leaving the vehicle and before crossing in front of the vehicle.
10. Follow any other rules established by the operator of the vehicle.

Regulations to adhere to are as follows:

- Students (Grades K – 6) will not be dropped off elsewhere unless they have the school principal's prior approval. School buses are operated to take only eligible students from home to school and back home again. Students (Grades K – 6) will not be allowed to ride home with a friend on the friend's bus. Please make other arrangements for your child to go home with a friend.
- The bus will not deliver students to group meetings after school (Scouts, Brownies, etc.) or class pets to and from school.
- Students will conduct themselves on buses in the same manner as in the classroom. Cursing or showing disrespect will not be tolerated.
- Parents and other adults will not be allowed to board the bus for safety reasons. If you have discipline or scheduling concerns, please do not attempt to discuss these during the loading or off-loading process as it distracts the driver's attention from the students. Direct any questions concerning school bus transportation to the Transportation Department.

These safety regulations are not inclusive of all laws, regulations, policies, and guidelines in force by Federal, State or local governments.

## **TUTORIALS**

Tutoring shall be offered twice per week after school hours to all Lovejoy ISD elementary students not meeting the standard in a major subject area (Math, Reading, Language, Science, or Social Studies) or at the teachers' recommendation. Parents wishing to enroll their child in the program should discuss arrangements with the child's homeroom teacher. There is no charge for this program.

## **VANDALISM**

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



## **VIDEO CAMERAS**

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

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

Upon request of a parent of a student who receives special education services, a staff member, or a board member, state law requires the district to place video and audio recording equipment in a classroom in which the student spends at least 50 percent of his or her instructional day, referred to in the law as a self-contained classroom. The majority of students in this type of classroom must also be students who receive special education services. Before the district places a video camera in a classroom or other setting in which your child receives special education services, the district will provide notice to you. Please speak directly with the principal for further information or to request the installation and operation of this equipment.

## **VISITORS TO THE SCHOOL**

### **General Visitors**

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the principal's office and must comply with all applicable district policies and procedures.

Visits to individual classrooms during instructional time are permitted only with approval of the principal and teacher and only so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment.

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

### **Parent Visitors**

You are encouraged to visit your children's schools from time to time; however, you must comply with our policy requiring **all** visitors to go first to the principal's office and sign in. We have this policy for the safety of your children and our staff. Parents and any other person on campus without the principal's knowledge will be considered as trespassers and may be subject to arrest.

We also expect parents to be polite and civil in their dealings with all school staff. We do not permit or tolerate abusive, disrespectful, threatening, lewd, profane, or offensive language from your children at school, and we will not tolerate it from parents. Parents who create a disruption at school or behave unacceptably may be prohibited from coming onto school property without specific authority and will be treated as criminal trespassers if they disregard the principal's or superintendent's directive.

While we encourage you to be involved in your children's education and knowledgeable about their classes, teachers, and curriculum, it has been our experience that frequent and lengthy visits to the classroom are disruptive both to teaching and learning. The principal can limit or restrict the frequency and duration of classroom visits to be sure that

disruption of the instructional process does not occur. If a parent wishes to visit a teacher's classroom, he or she should contact the principal at least 24 hours in advance.

We encourage you to come to school occasionally and eat lunch with your child; however, children can be removed from the campus during lunch period only by following the established process of signing the child out from the principal's office. Unless we have possession of a court document which limits a possessory conservator's (that is: the parent who does not ordinarily have custody of the student) access to their child while at school, we will permit either parent to eat lunch with their children at school.

### **Student Visitors and Siblings**

Student visitors from other schools and siblings may visit with students in the cafeteria at lunchtime. Visitors, in general, are not allowed to visit classrooms. Extenuating circumstances must be reviewed by the principal.

### **VOLUNTEER PROGRAM**

Parents and patrons are encouraged to serve as volunteers at Lovejoy Schools. Some of the jobs volunteers are asked to do include:

Classroom assistance	Library shelving
Copy work	Bulletin Boards
Special program assistance	Story Lunch

Please complete a volunteer application form available in the school office or online. You will be able to specify the types of work, grade levels you prefer, and time of availability.

Volunteer coordinators will help schedule volunteers. As with all visitors, volunteers are asked to serve in a manner which does not disrupt instructional time.

Volunteers are subject to criminal background checks.

### **WELLNESS CENTER/NURSE'S OFFICE**

The following guidelines will be used in allowing students to visit the nurse's office:

- Is the student's illness observable and current?
- Does the student have a rash, cut, scrape, or other visible problem which needs attention?
- Does the student have a chronic problem, such as diabetes, asthma, or migraines which might make it necessary for him or her to see the nurse often?

If the answer to the above questions is yes, the student will be sent to the nurse.

Students are not to come to the Wellness Center without a pass from their teacher. They must check into class before asking to see the nurse. In most cases, students are allowed to stay in the Wellness Center for one period only unless the nurse feels more time is necessary.

Students who are ill will be dismissed **ONLY** from the office. The nurse or office staff will contact parents when it appears the child may need to leave. Students who are ill and are going home will wait in the nurse's area to be picked up.

## **WITHDRAWING FROM SCHOOL**

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

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

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

## Glossary

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

**ACT**, or American College Test, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

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

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

**ARD** is the Admission, Review, and Dismissal committee convened for each student who is identified as needing a full and individual evaluation for special education services. The eligible student and his or her parents are members of the committee.

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

**CPS** stands for Child Protective Services.

**DAEP** stands for Disciplinary Alternative Education Program, a placement for students who have violated certain provisions of the Student Code of Conduct.

**DFPS** is the Texas Department of Family Protective Services.

**DPS** stands for the Texas Department of Public Safety.

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

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

**FERPA** refers to the federal Family Educational Rights and Privacy Act 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 or older directs the school not to release directory information.

**IEP** is the written record of the Individualized Education Program prepared by the ARD committee for a student with disabilities who is eligible for special education services. The IEP contains several parts, such as a statement of the student's present educational

performance; a statement of measurable annual goals, with short-term objectives; the special education and related services, and supplemental aids and services to be provided, and program modifications or support by school personnel; a statement regarding how the student's progress will be measured and how the parents will be kept informed; accommodations for state or districtwide tests; whether successful completion of state-mandated assessments is required for graduation, etc.

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

**PGP** stands for Personal Graduation Plan, which is required for high school students, and is 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 SAT. It also serves as the basis for the awarding of National Merit Scholarships.

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

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

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

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

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

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

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

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

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

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

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

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