

Forest Park Middle School (IB Magnet Campus)

Foster Middle School

Judson Middle School (STEAM | Charter School)



Student Handbook

2019-2020

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VISITOR CHECK-IN

For the safety of students and staff, all visitors entering the campus grounds must go immediately to the office of the principal to check-in. All visitors will be required to present an acceptable ID and will be issued a visitor's badge that is to be worn until the visitor exits the campus. See "Visitors to the School" in the back of the book for additional information.

STATEMENT OF NONDISCRIMINATION

In its efforts to promote nondiscrimination, the Longview Independent School District does not discriminate on the basis of race, religion, color, national origin, gender, sex, or disability in providing education services, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

DISCLAIMER

The provisions and information set forth in this handbook are intended to be used for informational purposes only. This handbook is not to be considered as a substitute for state or federal law, the official district policy manual, the Student Code of Conduct, or administrative regulations. Federal law, state law, or local policy shall prevail in the event of any conflict between them and the provisions of the handbook. This handbook is not intended and shall not be construed to constitute a contract between the Longview Independent School District and any other employee, prospective employee, student, parent, or any other person. The Longview Independent School District reserves the right to amend, alter, change, delete, or modify provisions of the handbook at any time.



Longview Independent School District

1301 East Young Street, Longview, Texas 75602

P. O. Box 3268 / Longview, Texas 75606

w3.lisd.org

MIDDLE SCHOOL CAMPUSES

Office Hours: 7:45 a.m. to 4:00 p.m.

Foster Middle School	1504 MLK Blvd.	Ryan Carroll	903-446-2710
Forest Park Middle School (IB Magnet Campus)	1644 N. Eastman Rd.	Dr. Wilber Andrews	903-446-2510
Judson Middle School (STEAM / Charter School)	5745 Judson Road	Melanie Pondant	903-446-2610

ADMINISTRATIVE OFFICES

1301 E. Young Street

Longview, TX 75602

903-381-2200

Office Hours: 8:00 a.m. to 4:30 p.m. Monday-Thursday

8:00 a.m. to 4:00 p.m. Friday

Superintendent: Dr. James Wilcox

Assistant Superintendent of Administrative Services: Dr. Jody Clements

Assistant Superintendent of Campus Accountability: Horace Williams

Assistant Superintendent of Administrative and Pupil Services: Dennis Williams

Assistant Superintendent of Secondary Instruction: James Brewer

Chief Financial Officer: Joey Jones

Director of Athletics: John King

Directors of Bilingual/ESL Services: Lori Sustaita

Director of Career Technical Education: Brian Kasper

Director of Child Nutrition: Phyllis Dozier

Director of Early Childhood Services: Dr. Jacqueline Burnett

Director of Elementary Education: John York

Director of ETAA: Dr. Cynthia Wise

Director of Federal Programs: Sheri Broadwater

Director of Human Resources: Loretta Thompson Martin

Director of Innovation & Transformation: TBA

Director of Instruction: Beth Bassett

Director of Operations and Transportation: Dale Bohannon

Director of Secondary Curriculum: Melanie Pondant

Director of Special Education: Dr. Maureen Lewis

Director of Technology: Brian Pitts

Director of Testing and Accountability: Latitia Wilson

Student Calendar

August					September					October				
Mo	Tu	We	Th	Fr	Mo	Tu	We	Th	Fr	Mo	Tu	We	Th	Fr
			1	2	2	3	4	5	6		1	2	3	4
5	6	7	8	9	9	10	11	12	13	7	8	9	10	11
12	13	14	15	16	16	17	18	19	20	14	15	16	17	18
(19	20	21	22	23	23	24	25	26	27)	21	22	23	24	25
26	27	28	29	30	(30					28	29	30	31	
19 – 1 st Six Weeks Begins					2 – Labor Day 27 – 1 st Six Weeks Ends 30 – 2 nd Six Weeks Begins					4 – Parent-Teacher Conferences				
November					December					January				
Mo	Tu	We	Th	Fr	Mo	Tu	We	Th	Fr	Mo	Tu	We	Th	Fr
				1	2	3	4	5	6			1	2	3
4	5	6	7	8)	9	10	11	12	13	6	(7	8	9	10
(11	12	13	14	15	16	17	18	19	20)	13	14	15	16	17
18	19	20	21	22	23	24	25	26	27	20	21	22	23	24
25	26	27	28	29	30	31				27	28	29	30	31
8 – 2 nd Six Weeks Ends 11 – 3 rd Six Weeks Begins 15 – Parent-Teacher Conferences 25 – 29 Thanksgiving Holidays					20 – 3 rd Six Weeks Ends 23 – 31 Christmas Holidays					1 – 3 Christmas Holidays 6 – Parent-Teacher Conferences 7 – 4 th Six Weeks Begins 20 – MLK Holiday				
February					March					April				
Mo	Tu	We	Th	Fr	Mo	Tu	We	Th	Fr	Mo	Tu	We	Th	Fr
												1	2	3
3	4	5	6	7	2	3	4	5	6	6	7	8	9)	10
10	11	12	13	14	9	10	11	12	13	(13	14	15	16	17
17	18	19	20	21)	16	17	18	19	20	20	21	22	23	24
(24	25	26	27	28	23	24	25	26	27	27	28	29	30	
					30	31								
21 – 4 th Six Weeks Ends 24 – 5 th Six Weeks Begins 28 – Parent-Teacher Conferences					9 – 13 Spring Break					9 – 5 th Six Weeks Ends 10 – Good Friday 13 – 6 th Six Weeks Begins				
May					June					July				
Mo	Tu	We	Th	Fr	Mo	Tu	We	Th	Fr	Mo	Tu	We	Th	Fr
				1	1	2	3	4	5	1	2	3	4	5
4	5	6	7	8	8	9	10	11	12	8	9	10	11	12
11	12	13	14	15	15	16	17	18	19	15	16	17	18	19
18	19	20	21	22	22	23	24	25	26	22	23	24	25	26
25	26	27)	28	29						29	30			
25 – Memorial Day 27 – 6 th Six Weeks Ends										4 – Fourth of July				

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PREFACE

To Students and Parents:

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

The Student Handbook is designed to provide basic information that you and your child will need during the school year. The handbook is divided into two sections which are the Parental Rights and Other Information for Students and Parents.

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

Both students and parents should become familiar with the Longview Independent School District’s Student Code of Conduct, which is a document adopted by the board and intended to promote school safety and an atmosphere for learning. The Student Code of Conduct is available in the principal's office, online at the Web address listed in the back of this book, and is available in hard copy upon request.

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

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

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

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

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

References to board policy codes are included in this handbook so that parents can refer to current board policy. The district’s official policy manual is available for review in the district administration office and an unofficial copy is located on the district’s website at w3.lisd.org.

Accessibility

If you have difficulty accessing the information in this document because of disability, please contact Matthew Prosser at 903-381-2241 or mprosser@lisd.org.

SECTION I: PARENTAL RIGHTS

This section of the student handbook includes information related to certain rights of parents as specified in state or federal law.

CONSENT, OPT-OUT, AND REFUSAL RIGHTS

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

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

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

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

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

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

However, the district will seek parental consent before displaying students' artwork, special projects, photographs taken by students, original videos or voice recordings, and other original works on the district's website at w3.lisd.org, a website affiliated or sponsored by the district, such as a campus or classroom website, and in district publications, which may include printed materials, videos, or other methods of mass communication.

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

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

Consent to Video or Audio Record a Student When Not Otherwise Permitted by Law

State law permits the school to make a video or voice recording without parental permission if it is to be used for school safety, relates to classroom instruction or a co-curricular or extracurricular activity, when it relates to media coverage of the school or when it relates to the promotion of student safety as provided by law for a student receiving special education services in certain settings.

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

[See Video Cameras in this document for more information, including a parent's right to request video and audio equipment be placed in certain special education settings.]

Prohibiting the Use of Corporal Punishment

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

If parents choose to prohibit the use of corporal punishment with their child, they have the responsibility of submitting a signed statement to the campus principal stating this decision. A signed statement must be provided each year if you do not want corporal punishment administered to your child.

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

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

Limiting Electronic Communications with Students by District Employees

In accordance with district board policy, a certified or licensed employee, or any other employee designated in writing by the superintendent or a campus principal, may use electronic media to communicate with currently enrolled students about matters within the scope of the employee's professional responsibilities. All other employees are prohibited from using electronic media to communicate directly with students who are currently enrolled in the district. Immediate family members are excluded from these requirements.

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

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

[See DH(LOCAL) for more information]

DIRECTORY INFORMATION

Objecting to the Release of Directory Information

The Family Educational Rights and Privacy Act, or FERPA, permits the district to disclose appropriately designated "directory information" from a student's education records without written consent. "Directory information" is information that is generally not considered harmful or an invasion of privacy if released. Examples include a student's photograph for publication in the school yearbook; a student's name and grade level for purposes of communicating class and teacher assignment; the name, weight, and height of an athlete for publication in a school athletic program; a list of student birthdays for generating schoolwide or classroom recognition; a student's name and photograph posted on a district-approved and -managed social media platform; and the names and grade levels of students submitted by the district to a local newspaper or other community publication to recognize the A/B honor roll for a specific grading period. Directory information will be released to anyone who follows procedures for requesting it.

However, a parent or eligible student may object to the release of a student's directory information. (See Use of Information by the Longview School District).

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

Note: Parents are required to complete online registration prior to enrollment and during that process are offered the opportunity to deny the district the ability to release any directory information.

Directory Information List

The Longview Independent School District has named the following information as Directory Information. Unless you object to the use of your child's information, the school will not need to ask your permission to use this information. Information that is considered directory information is the student's address, date and place of birth, dates of attendance, degrees, honors, and awards received, electronic mail address, grade level, major field of study, most recent educational institution attended, participation in officially recognized activities and sports, photograph, student's name, telephone listing, weight and height of members of athletic teams.

[See FN(LOCAL) for more information]

Use of Information by the Longview School District

Unless the parent specifically states in writing that the district is not to use student information for the school-sponsored purposes of honor roll, school newspaper, yearbook, recognition activities, news releases and athletic programs, the district will use this information as applicable.

If you intend to deny the Longview Independent School District the use of directory information for school-sponsored purposes, a form is provided in the enrollment packet and should be completed and filed with the campus principal. If you complete the form denying LISD the use of directory information, then we cannot use your child's information for honor roll, school newspaper, yearbook, recognition activities, news releases, and athletic programs.

The objection must be filed within 10 days of the student's first day of instruction for this school year.

Use of Information by anyone requesting it.

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

A notification form is included in the enrollment packet for this purpose and must be filed at the campus office. The objection must be filed within 10 days of the student's first day of instruction for this school year.

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

The district is required by federal law to comply with a request (high school students) by a military recruiter or an institution of higher education for student's names, addresses, and telephone listings, unless parents have advised the district not to release their child's information without prior written consent. A form is available in the campus enrollment packet for you to complete if you do not want the district to provide this information to military recruiters or institutions of higher education and must be returned to the campus with the other enrollment forms. The objection must be filed within 10 days of the student's first day of instruction for this school year.

The state required official fourteen-point font notification is on the enrollment form designed for this purpose.

PARTICIPATION IN THIRD-PARTY SURVEYS

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

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

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

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

Opting Out of Surveys or Screenings and the Disclosure of Personal Information

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

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

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

While virtually all information contained in your student's school records is confidential, the district does release student information to certain organizations (ESC Region 7, Office of Civil Rights, Texas Education Agency, U. S. Department of Education, U. S. Department of Justice) or vendors.

The district maintains a signed confidentiality agreement with the following organizations or only releases general information that cannot be tracked to an individual student. These organizations are Achieve 3000, Aloe Software Group, LLC, CDI America, Classworks, Communities In Schools, COMPanion Corporation, ESC Region 4, ESC Region 6, GG Consulting LLC, Global Education Technologies Inc., Kamico Inc., Learning.com, Mizuni Inc., MSB Company, Point In-Time Survey, Renaissance Learning, Inc., Skyward, Special Education Software, Study Island, Voyager Expanded Learning, Inc., Wireless Generation, Inc.

EXCUSING OR REMOVING A STUDENT FROM REQUIRED INSTRUCTION

Human Sexuality Instruction

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

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

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

In accordance with state law, below is a summary of the district's curriculum regarding human sexuality instruction:

LISD has a planned, sequential, K-12 curriculum that addresses physical, mental, emotional, and social dimensions. The curriculum is designed to motivate and assist students to maintain and improve their health, prevent disease, and reduce health-related risk behaviors. It allows students to develop and demonstrate increasingly sophisticated health-related knowledge, attitudes, skills, and practices. The curriculum includes a variety of topics such as personal health, family health, community health, consumer health, environmental health, sexuality education, mental and emotional health, injury prevention and safety, nutrition, prevention and control of disease, and substance use and abuse. Qualified, trained teachers provide science education.

At Grade 5, the school nurse presents a film called "Always Growing". At the middle school the campuses use the FACTS curriculum in science. Both are presented during the second semester.

As a parent, you are entitled to review the curriculum materials. In addition, you may remove your child from any part of the human sexuality instruction with no academic, disciplinary, or other penalties. You may also choose to become more involved with the development of curriculum used for this purpose by becoming a member of the district's SHAC. Please see the campus principal for additional information.

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

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

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

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

Religious or Moral Beliefs

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

Tutoring or Test Preparation Purposes

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

The school may also offer tutorial services, which students whose grades are below 70 will be required to attend.

Also refer to policies EC and EHBC, and contact your student's teacher with questions about any tutoring programs provided by the school.

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

Instructional Materials

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

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

Notices of Certain Student Misconduct to Noncustodial Parent

A noncustodial parent may request in writing that he or she be provided, for the remainder of the school year, a copy of any written notice usually provided to a parent related to your child's misconduct that may involve placement in a disciplinary alternative education program (DAEP) or expulsion. [See policy FO(LEGAL), and the Student Code of Conduct.]

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

You may request information regarding any state or district policy related to your child's participation in assessments required by federal law, state law, or the district.

Student Records

Accessing Student Records

You may review your child's student records. These records include attendance records, test scores, grades, disciplinary records, counseling records, psychological records, applications for admission, health and immunization information, other medical records, teacher and school counselor evaluations, reports of behavioral patterns, records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with 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.

Authorized Inspection and Use of Student Records

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

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

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

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

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

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

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

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

- When district school officials have what federal law refers to as a "legitimate educational interest" in a student's records. School officials would include board members and employees, such as the superintendent, administrators, and principals; teachers, school counselors, diagnosticians, and support staff (including district health or district medical staff); a person or company with whom the district has contracted or allowed to provide a particular institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer); a person appointed to serve on a school committee to support the district's safe and supportive school program; a parent or student

serving on a school committee; or a parent or student assisting a school official in the performance of his or her duties. “Legitimate educational interest” in a student’s records includes working with the student; considering disciplinary or academic actions, the student’s case, or an individualized education program for a student with disabilities; compiling statistical data; reviewing an educational record to fulfill the official’s professional responsibility to the school and the student; or investigating or evaluating programs.

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

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

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

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

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

A parent or eligible student may inspect the student’s records and request a correction or amendment if the records are considered inaccurate, misleading, or otherwise in violation of the student’s privacy rights. A request to correct a student’s record should be submitted to the appropriate records custodian. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information in the record is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If the records are not amended as a result of the hearing, the parent or eligible student has 30 school days to exercise the right to place a statement commenting on the information in the student’s record.

Although improperly recorded grades may be challenged, contesting a student’s grade in a course or on an examination is handled through the general complaint process found in policy FNG(LOCAL). A grade issued by a classroom teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district’s grading policy. [See FINALITY OF GRADES at FNG(LEGAL).

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 w3.lisd.org.

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

Teachers and Staff Professional Qualifications

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

This information is available from the Principal or the Longview Independent School District Department of Human Resources, 903-381-2200.

Campuses Receiving Title I Funds

The following elementary campuses are considered Title I Campuses; Bramlette (STEAM / Charter Academy), J. L. Everhart, Johnston-McQueen, Ned E. Williams (IB / Magnet Campus), South Ward, and Ware East Texas Montessori Academy.

STUDENTS WITH EXCEPTIONALITIES OR SPECIAL CIRCUMSTANCES

Communities in Schools of East Texas, Inc.

Communities in Schools of East Texas, a non-profit 501© 3 company, in partnership with Longview ISD, provide services to empower students to stay in school and achieve in life. Communities in Schools of East Texas address individual student needs, increase parental and family involvement at the school, provide activities and broker services to meet identified needs of case managed students. Communities in Schools of East Texas will have access to confidential student records for legitimate student interest. No info will be shared with outside sources. All info will be kept confidential and secure. All FERPA guidelines will be followed.

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 and graduation requirements.

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

Additional information may be found at Military Family Resources at the Texas Education Agency.

Parental Role in Certain Classroom and School Assignments

Multiple Birth Siblings

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

Safety Transfers and Assignments

As a parent, you may:

- Request the transfer of your child to another classroom or campus if your child has been the district to have been a victim of bullying, which includes cyberbullying, as defined by Education Code 37.0832. Transportation is not provided for a transfer to another campus. Contact the office of Pupil Services at 903-381-2342 for additional information. [See the note below and policy FDB]
- 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 the note below and policy FDB, and policy FFI]
- Request the transfer of your child to attend a safe public school in the district if your child attends

school at a campus identified by TEA as persistently dangerous or if your child has been a victim of a violent criminal offense while at school or on school grounds. [See the note below and policy FDE(LOCAL)]

- Request the transfer of your child to another campus or a neighboring school district if your child has been the victim of a sexual assault by another student assigned to the same campus, whether that assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault. If the victim does not wish to transfer, the district will transfer the assailant in accordance with policy FDE. Contact the office of Pupil Services at 903-381-2342 for additional information.

Service/Assistance Animal Use by Students

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

Students in the Conservatorship of the State (Foster Care)

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

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

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

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

A Student Who is Homeless

Children who are homeless will be provided flexibility regarding certain district provisions, including proof of residency requirements, immunization requirements, educational program placement, (if the student is unable to provide previous academic records, or misses an application deadline during a period of homelessness), credit-by-examination opportunities, 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.

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

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

A student or parent who is dissatisfied by the district's eligibility, school selection, or enrollment decision

may appeal through policy FNG(LOCAL). The district will expedite local timelines, when possible, for prompt dispute resolution.

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

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

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

Special Education Referrals:

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

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

If the district or charter school 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 to evaluate the student. However, if the student is absent from school during the evaluation period for three or more school days, the evaluation period will be extended by the number of school days equal to the number of school days that the student is absent.

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

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

Contact Person for Special Education Referrals:

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is:

Contact Person: Maureen Lewis, Ph.D., Director of Special Education

Phone Number: (903) 381-2277

Section 504 Referrals:

Each school district or charter school must have standards and procedures in place for the evaluation and placement of students in the district's or charter school's Section 504 program. Districts and charter schools must also implement a system of procedural safeguards that includes notice, an opportunity for a parent or

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

Contact Person for Section 504 Referrals:

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is:

Contact Person: Dionne Lawson, Section 504 Coordinator

Phone Number: 903.261.6559

Additional Information:

The following websites provide information and resources for students with disabilities and their families.

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

Notification to Parent of Intervention Strategies for Learning Difficulties Provided to Student in General Education

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

Students who Receive Special Education Services with Other School-Aged Children in the Home

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

Students who speak a Primary Language Other than English

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

Students with Physical or Mental Impairments Protected under Section 504

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

[See policy FB.]

SECTION II: OTHER 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 conveniently organized in alphabetical order to serve as a quick-reference when you or your child has a question about a specific school-related issue. Where possible, the topics are also organized to alert you to the applicability of each topic based on a student's age or grade level. Should you be unable to find the information on a particular topic, please contact the campus principal or the office of Pupil Services at 903-381-2342 or 903-381-2242.

ABSENCES AND ATTENDANCE

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

Compulsory Attendance

Age 19 and Older

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

Between Ages 6 and 19

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

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

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

Prekindergarten and Kindergarten

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

Exemptions to Compulsory Attendance

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

- Religious holy days;
- Required court appearances;
- Activities related to obtaining U.S. citizenship;
- Documented health-care appointments for the student or a child of the student, including absences for recognized services for students diagnosed with autism spectrum disorders, if the student comes to school or returns to school on the same day as the appointment. A note from the health-care provider must be submitted upon the student's arrival or return to campus.

Exemptions are also given for students in the conservatorship (custody) of the state for,

- An activity required under a court-ordered service plan; or
- Any other court-ordered activity, provided it is not practicable to schedule the student's

participation in the activity outside of school hours.

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

Secondary Grade Levels

In addition, a junior 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.

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

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

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

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

Failure to Comply with Compulsory Attendance

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

Students with Disabilities

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

Age 19 and Older

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

Between Ages 6 and 19

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

The truancy prevention facilitator for the district can be reached at 903-381-2340. If you have questions about your student and the effect of his or her absences from school, please contact the facilitator or any other campus administrator.

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

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

[See policy FEA(LEGAL)]

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

To receive credit or a final grade in a class, a student in kindergarten-grade 12 must attend at least 90 percent of the days the class is offered. A student who attends at least 75 percent but fewer than 90 percent of the days the class is offered may receive credit or a final grade for the class if he or she completes a plan, approved by the principal, which allows the student to fulfill the instructional requirements for the class. If a student is involved in a criminal or juvenile court proceeding, the approval of the judge presiding over the case will also be required before the student receives credit or a final grade for the class.

If a student attends less than 75 percent of the days a class is offered or has not completed the plan approved by the principal, then the student will be referred to the attendance review committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit, or a final grade lost because of absences. [See policy FEC]

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

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

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

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

Official Attendance-Taking Time

The district must submit attendance of its students to Texas Education Agency (TEA) reflecting attendance at a specific time each day.

Official attendance is taken every day at 10:00 a.m. which is during the second instructional hour as required by state rule.

A student absent for any portion of the day, including at the official attendance-taking time, should follow the procedures below.

Documentation after an Absence

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

A note signed by the student, even with the parent's permission, will not be accepted unless the student is 18 or older or is an emancipated minor under state law. A phone call from the parent may be accepted, but the district reserves the right to require a written note.

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

The campus principal determines if the absence is excused.

Doctor's Note after an Absence for Illness

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

Students who attend an appointment with a health care professional must be in attendance at school either before or after the appointment in order for the appointment not to count as an absence. The appointment must be documented by a note from the health care professional.

Driver License Attendance Verification

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

Make-up Work

A student is permitted to make up class work, assignments and tests in a class missed because of absence (including extracurricular activities), whether excused or unexcused. For the class missed, the teacher may assign the student make-up work. This work is based on the instructional objectives for the subject or course, the needs of the individual student in mastering the essential knowledge and skills, or in meeting subject/course requirements.

Students will have the number of school days absent plus one additional day to turn in missed work. If there are extenuating circumstances, the teacher and student can make an alternative arrangement. If an absence occurs at the end of the six-weeks, all make-up work is due in seven calendar days in order to retain UIL eligibility.

A student who is absent from school and misses the announcement of a test is not required to take the test upon his or her return to school. The student is responsible for contacting the teacher and arranging to make up the test; the length of time is at the teacher's discretion. Consideration is given to the UIL eligibility requirements.

Picking Up Homework For Extended Absences

If a student is absent three days or longer, it is recommended that a parent contact the school office to have the homework assignments collected for the student. Set a day and time with the office staff to pick up the assignments.

ACCOUNTABILITY UNDER STATE AND FEDERAL LAW

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

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

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

This information can be found on the district's website at w3.lisd.org. Hard copies of any reports are available upon request to the district's administration office.

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

BULLYING

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

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

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

The district is required to adopt policies and procedures regarding:

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

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

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, school counselor, principal, or another district employee as soon as possible to obtain assistance and intervention. The administration will investigate any allegations of bullying or other related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying. A student may anonymously report an alleged incident of bullying by placing information into a "Bullying Box" that will be located on each campus.

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

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

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

A copy of the district's policy is available in the principal's office, superintendent's office, and on the district's website, and is included at the end of this handbook in the form of an appendix. Procedures related to reporting allegations of bullying may also be found on the district's website w3.lisd.org.

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

CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS

Longview Independent School District offers career and technical education programs in the following areas at the secondary level: Agricultural, Food and Natural Resources, Architecture, and Construction, Arts, A/V Technology and Communications, Business Management and Administration, Education and Training, Finance, Health Science, Hospitality and Tourism, Human Services, Information Technology, Law, Public Safety, Corrections and Security, Manufacturing, Marketing Science, Technology, Engineering and Math, Transportation, Distribution and Logistics. Admission to these programs is based on student interest, student aptitude, age appropriateness, and class availability. For further information, contact the Director of CTE at 903-663-7320.

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

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

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

The Title IX coordinator 903-381-2235 and Section 504 coordinator 903-381-2267 will address certain allegations of discrimination.

CAFETERIA SERVICES

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

Free and reduced-price meals are available based on financial need or household situation. Information about a student's participation is confidential. The district may share information such as a student's name, and eligibility status, to help enroll eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent notifies the district that a student's information should not be disclosed.

Participating students will be offered the same meal options as their peers and will not be treated differently from their peers.

See your campus cafeteria manager or contact the office of the Director of Child Nutrition at 903-381-2355.

Parents are strongly encouraged to continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student will be allowed to continue purchasing meals according to the grace period set by the school board, and the district will present the parent with a schedule of repayment for any outstanding account balance and an application for free or reduced meals. If the district is unable to work out an agreement with the student's parent on replenishment of the student's meal account and payment of any outstanding balance, the student will receive a meal. The district will make every effort to avoid bringing attention to the student.

Current mean prices can be found at this website. <http://bit.ly/2NjtrNL>

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

CELEBRATIONS

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

[See Food Allergies]

CHECK ACCEPTANCE POLICY

Longview Independent School District has established the following policy for accepting checks and collecting bad checks: For a check to be an acceptable form of payment it must include your current, full and accurate name, address, telephone number, driver's license number and state. When paying by check, you authorize the recovery of unpaid checks and the recovery of the state-allowed fee.

CHILD SEXUAL ABUSE, SEX TRAFFICKING, AND OTHER MALTREATMENT OF CHILDREN

The district has established a plan for addressing child sexual abuse, sex trafficking, and other maltreatment of children, which may be accessed at w3.lisd.org/.

Warning Signs of Sexual Abuse

As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child.

Possible physical, behavioral, and emotional warning signs of sexual abuse include:

- Difficulty sitting or walking;
- Pain in the genital areas;
- Claims of stomachaches and headaches;
- Verbal references or pretend games of sexual activity between adults and children;
- Fear of being alone with adults of a particular gender;
- Sexually suggestive behavior;
- Withdrawal;
- Depression;
- Sleeping and eating disorders; and
- Problems in school.

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

Warning Signs of Sex Trafficking

Sex trafficking of any sort is prohibited by the Penal Code. Sex trafficking involves forcing a person, including a child, into sexual abuse, assault, indecency, prostitution, or pornography. Traffickers are often trusted members of a child's community, such as friends, romantic partners, family members, mentors, and coaches, although traffickers frequently make contact with victims online.

Possible warning signs of sexual trafficking in children include:

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

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

Anyone who suspects that a child has been or may be abused, sex trafficked, 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).

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

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

Reports of abuse, trafficking, or neglect may be made to:

The CPS division of the DFPS (1-800-252-5400 or on the web at Texas Abuse Hotline Website).

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

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

- [Child Welfare Information Gateway Factsheet](#)
- [KidsHealth, For Parents, Child Abuse](#)
- [Texas Association Against Sexual Assault, Resources](#)
- [Office of the Texas Governor's Child Sex Trafficking Team](#)
- [Human Trafficking of School-aged Children](#)

COMMUNICATIONS – AUTOMATED

Emergency

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

Nonemergency

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

COMPLAINTS AND CONCERNS

Usually student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal. For those complaints and concerns that cannot be handled so easily, the board has adopted a standard complaint policy at FNG(LOCAL) in the district's policy manual, available on the district's website at <https://pol.tasb.org/Home/Index/540>. A copy of the complaint forms may be obtained in the principal's or superintendent's office.

Should a parent or student feel a need to file a formal complaint, the parent or student should file a district complaint form within the timelines established in policy FNG(LOCAL). In general, the student or parent should submit the written complaint form to the campus principal. If the concern is not resolved, a request for a conference should be sent to the superintendent. If still unresolved, the district provides for the complaint to be presented to the board of trustees.

CONDUCT

Applicability of School Rules

As required by law, the board has adopted a Student Code of Conduct that prohibits certain behaviors and defines standards of acceptable behavior—both on and off campus as well as on district vehicles—and consequences for violation of the standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules. During any periods of instruction during the summer months, the Student Handbook and Student Code of Conduct in place for the year immediately preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction.

Parents may request a copy of the Student Code of Conduct from the campus principal or the office of Pupil Services at 903-381-2342. The Student Code of Conduct is also available on the district's Web site listed at the back of this handbook

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 contact information for each campus behavior coordinator is available on the district's website at w3.lisd.org/ and is listed below:

Campus Name	Campus Coordinator	Telephone Number	Email Address
Bramlette Elementary (STEAM)	Nikita Mumphrey	903-803-5613	nmumphrey@lisd.org
East Texas Montessori Prep Academy	LaTosha Johnson	903-803-5012	lmjohnson@lisd.org
Forest Park Middle School (IB)	Lawrence Hines	903 446-2532	lhines@lisd.org
Foster Middle School	Ryan Carroll	903-446-2710	rcarroll@lisd.org
Hudson PEP Elementary	Sue Wilson	903 803-5110	slwilson@lisd.org
J. L. Everhart Elementary	Arthur Brown	903-803-5411	abrown@lisd.org
Johnston-McQueen Elementary	Jennifer Bailey	903-803-5317	jbailey@lisd.org

Judson Steam Academy	Danny Stanley	903-446-2667	dstanley@lisd.org
Longview Early Graduation H.S.	Cheri Lee	903-381-3937	cllee@lisd.org
Longview High School	Steven Brown	903-663-7326	sbrown@lisd.org
Ned E Williams Elementary (STEAM)	Melanie Hamilton	903-803-5511	mlhamilton@lisd.org
South Ward	Joaquin Guerrero	903-803-5200	jguerrero@lisd.org
Ware East Texas Montessori Prep Academy	Tracy Neill	903-803-5700	tneill@lisd.org

Disruptions of School Operations

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

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

A student in grade 6 or below cannot commit the offenses of disruption of classes, as described in Education Code 37.124, and disruption of transportation, as listed in Education Code 37.126.

Notice to Students and Parents Regarding Drug-Free Schools

The Longview Independent School District believes that student use of alcohol and illicit drugs is both wrong and harmful. Consequently, the district has established a code of student conduct that prohibits the use, sale, possession and distribution of alcohol and illicit drugs by students on school premises or as a part of any school activity, regardless of its location. Compliance with this code of conduct is mandatory and students shall be disciplined if they are found to have violated this code of conduct.

The District's Student Code of Conduct and Discipline Management Techniques provide a range of disciplinary sanctions for alcohol and drug-related offenses. Students may be suspended for up to three school days, sent to an alternative education program (AEP) or expelled for a period of time ranging from a semester to the end of the school year. In addition, they may be referred to appropriate law enforcement officials for criminal prosecution.

Depending on the nature and severity of a drug-or alcohol-related offense, a student may be required to complete an appropriate rehabilitation program either in lieu of or in addition to other school discipline. The principal or counselor of the school can provide you with information about rehabilitation and re-entry programs that are available in our community or within reasonable access of our community.

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.

Dances will be properly will be properly chaperoned. Students in attendance will be expected to dance in a manner that is acceptable to the school administration. Any student not complying with the administration's request to dance appropriately will be required to leave the dance and will not receive a refund.

Students who are currently in an In-School-Suspension, a Disciplinary Alternative Education Program, suspended, or have been expelled are not permitted to attend any event characterized as a social event.

COUNSELING

Academic Counseling

Elementary and Middle School Grade Levels

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

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

High School Grade Levels

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

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

Personal Counseling

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

Note from School Counselor

School counselors in the Longview Independent School District are joining to help students understand that an education beyond high school is an investment in their future. The U.S. Secretary of Education put it this way, "There are no limits to what can be achieved when all Americans have the opportunity to learn, live independently, and pursue their dreams." A college education can help students achieve their dreams by providing:

- Greater opportunities to learn knowledge and skills;
- Greater opportunities to understand their community, their nation, and their world;
- Greater opportunities to be successful in a career;
- Greater opportunities to earn more money.
- Some of the best ways a middle school student can start preparing for college include:
- Practice good study habits;
 - Do your best on all your work;
 - Develop and practice good problem-solving skills;
 - Become involved in school and community extracurricular activities;
 - Plan on taking courses in middle school and high school that will prepare you for college;

- Challenge yourself to take as many advance courses as you can in middle school and high school;
- Make attending college a personal goal.

College is possible! Financial aid is available for any student who wishes to attend college. School counselors are helping students continue their journey towards making college a reality.

COURSES FOR HIGH SCHOOL CREDIT

The courses listed below, when taught at the middle school level, using high school Texas Essential Knowledge and Skills (TEKS) count for high school credit and meet high school requirements for graduation. Middle school courses designated for high school credit on an official transcript from an accredited school will be accepted for credit. Classes taken at the middle school are for credit only and do not count toward class rank, grade point averages (GPA), or eligibility for the National Honor Society.

Courses considered for high school credit are Algebra I, Art I, and Geometry.

COURSE OFFERINGS

SIXTH GRADE

Required

English Language Arts Honors, Pre-AP, or G/T English Language Arts, or ESL

Mathematics Honors, Pre-AP, or G/T Math

Science Honors, Pre-AP, or G/T Science

Social Studies Honors, Pre-AP, or G/T Social Studies

Physical Education or Sport Equivalent

Electives

Art	Pre-Athletics	Speech/Drama
Band	Pre-Engineering - Robotics	Strings
General Music/Choir	Reading 180	Swimming
Golf	Soccer	Teen Leadership
Introduction to Keyboard	Spanish	Tennis

SEVENTH GRADE

Required

English Language Arts Honors, Pre-AP, or G/T English Language Arts, or ESL

Mathematics Honors, Pre-AP, or G/T Math, or Algebra I*

Science Honors, Pre-AP, or G/T Science

Social Studies Honors, Pre-AP, or G/T Social Studies

Physical Education or Sport Equivalent

Electives

Art	Pre-Engineering - Robotics	Strings
Band	Reading 180	Swimming
General Music/Choir	Soccer	Teen Leadership
Golf	Spanish	Tennis
Health	Speech	Theatre Arts
Keyboarding		

EIGHTH GRADE

Required

English Language Arts Honors, Pre-AP, or G/T English Language Arts, or ESL

Mathematics Honors, Pre-AP, or G/T Math, Algebra I* or Geometry*

Science Honors, Pre-AP, or G/T Science

Social Studies Honors, Pre-AP, or G/T Social Studies

Electives

Art	Health	Spanish
Art I*	Journalism	Speech
Athletics	Keyboarding	Strings
Band	Physical Education	Swimming
Choir	Pre-Engineering - Robotics	Teen Leadership
Exploring Careers	Reading 180	Tennis
Golf	Soccer	Theatre Arts

Note: Golf, Soccer, Swimming, and Tennis substitute for Physical Education requirement. Advanced Classes may

be labeled Honors, Pre-AP, or G/T, depending on the campus. Courses will vary from campus to campus. Algebra I, Geometry, Art I and Health are the only courses offered for high school credit.

CREDIT BY EXAMINATION FOR ADVANCEMENT/ACCELERATION

Grades 6-12

If A Student Has Taken the Course/Subject

A student who has previously taken a course or subject—but did not receive credit or a final grade for it—may, in circumstances determined by the principal or attendance committee, be permitted to earn credit 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 due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a nonaccredited school. The opportunity to take an examination to earn credit for a course or to be awarded a final grade in a subject after the student has had prior instruction is sometimes referred to as “credit recovery.”

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.

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

If A Student Has Not Taken the Course/Subject

A student will be permitted to take an examination to earn credit for an academic course or subject area for which the student has had no prior instruction, i.e., for advancement or to accelerate to the next grade level. The examinations offered by the district are approved by the district’s board of trustees. The dates on which examinations are scheduled during the 2019–20 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 who is homeless 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 each testing window provided by the district, a student may attempt a specific examination only once.

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

[For further information, see policy EHDC.]

Testing Dates – Summer 2020

Dates	Place	Time
June 8, 9	Region VII, 1909 N. Longview Street, Kilgore	8:30 a.m. or 1:00 p.m.
July 13, 14	Region VII, 1909 N. Longview Street, Kilgore	8:30 a.m. or 1:00 p.m.

Kindergarten Acceleration to First Grade

Parents who want their student to be accelerated from kindergarten into the first grade can apply with the campus principal if they are currently enrolled in the Longview Independent School District. If the student is not in a LISD Prekindergarten program, the parent will apply directly to the Region VII ESC located at 1909 N. Longview Street in Kilgore Texas.

Principals will initiate the testing process for students enrolled at their campus.

Students in Grades 1–5

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

Students in Grades 6–12

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

CREDIT RECOVERY

The Credit Recovery Program is a part of the dropout prevention at the Longview Early Graduation High School. The program is designed for students who did not receive credit in an academic course when previously taken. Students will receive credit by utilizing the self-paced A+ Curriculum software and the Compass Learning program.

DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION

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

The board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person's race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law. A copy of the district's policy is available in the principal's office and in the superintendent's office and on the website listed at the back of this handbook. [See policy FFH]

Dating Violence

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

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

Discrimination

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

Nondiscrimination Statement

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

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

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

- Title IX Coordinator, for concerns regarding discrimination on the basis of sex, including sexual harassment or gender-based harassment. (903-381-2235)
- ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability

(903-381-2267)

- All other concerns regarding discrimination contact the superintendent of schools. (903-381-2219)

[See policies FB, FFH, and GKD.]

Title IX and Athletics

Title IX of the Education Amendments of 1972 is the federal law that prohibits sex discrimination in schools and other educational programs that receive federal funds. It applies to all aspects of educational opportunities, to include athletic opportunities for women and girls.

Title IX requires schools to:

- Offer male and female students equal opportunities to play sports;
- Treat male and female athletes fairly.

Equal Opportunity to Participate in Sports

Parents who want to recommend that additional sports be added to the athletic program may do so by submitting a written statement to the Athletic Director at 201 E. Hawkins Parkway. Students in grades 8-12 who want to recommend that additional sports be added to the athletic program may do so by completing the “LISD Athletic Department Sports Offering Survey”. Students will be given the opportunity to complete the survey in a class at school or they may go to the Web address listed in the back of this book. Students should only complete one survey form per school year.

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 Web site listed at the back of this handbook.

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

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

Sexual Harassment and Gender-Based Harassment

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

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

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

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

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

Retaliation

Retaliation against a person who makes a good faith report of discrimination or harassment, including

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

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

Reporting Procedures

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

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

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

Investigation of Report

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

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

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

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

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

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

DEAD WEEK

No activities are scheduled during the week in which semester examinations or state mandated examinations are administered. The only exceptions are varsity-level competitions in which our district must participate.

DELIVERIES

Deliveries for students during the school day are not accepted. These include, but are not limited to, candy, flowers, balloon bouquets, and food. A parent may leave a forgotten lunch, or lunch money, for the student to pick up from the front office during a passing period or lunch.

DEMOGRAPHIC INFORMATION

Parents are required to furnish and update basic parent contact and residence information as often as necessary to keep it current. Basic contact information that must be maintained includes resident address, mailing address, work, home, and cell telephone numbers, parent custody and guardianship changes. The

information is needed to allow the school to furnish current information to the parent or guardian and for emergency preparedness.

DISTANCE LEARNING

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

A list of the distance learning opportunities made available to high school students can be found in the Longview High School Course Selection guide. Parents of middle school students should contact the school counselor for information concerning distance learning opportunities offered to middle school students.

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

Texas Virtual School Network (TXVSN)

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

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

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

A copy of policy EHDE(LOCAL) follows and policy EHDE(LEGAL) is available at the district’s website at w3.lisd.org. Additional information is found within the Longview High School Course Selection Guide and middle school course selection information. A written copy of EHDE(LEGAL) can be obtained upon request to the office of the school principal.

Policy EHDE(LOCAL)

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

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

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

DISTRIBUTION OF LITERATURE, PUBLISHED MATERIALS, OTHER DOCUMENTS

School Materials

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

Non-School Materials

From Students

Students must obtain specific prior approval from the principal before selling, posting, circulating, or distributing more than ten copies of written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any non-school material must include the name of the sponsoring person or organization.

The decision regarding approval will be made within two school days. Materials must be submitted to the Coordinator of Longview ISD Community and Media Relations at 1301 East Young Street. (903-381-2236)

A designated table in the front hallway is the location for approved non-school materials to be placed for voluntary viewing or collection by students. All approved non-school materials shall be in this location only. [See policy FNAA.]

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

From Others

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

A designated table in the front hallway is the location for approved non-school materials to be placed for voluntary viewing or collection by students.

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

- The length of dresses, skirts, or shorts must approach the knee and allow a student to walk, stoop, kneel and sit with modesty.
- Cut-offs, short shorts, bike pants, or leotards are not permitted.
- Pants are to be worn above the hips.
- Items with provocative or drug/gang related pictures or slogans will not be permitted. Items advertising alcoholic beverages, illegal activity, violence, or tobacco products will not be permitted.
- No hats, caps, bandanas, or sunglasses may be worn inside the building.
- Students are expected to meet community standards and school policies with regard to health, cleanliness, and appearance. All safety rules must be obeyed.
- Students are required to wear standardized dress as determined by the campus principal.

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

serious disciplinary action in accordance with the Student Code of Conduct. In addition, a student with repeated offenses is subject to a \$15.00 fine.

ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES

Possession/Use of Personal Telecommunications Devices, Including Mobile Telephones

(When cell phones are referred to in the following policies, cell watches are included in the statement.)

Students shall

- Have cell phones on silent mode during class instructional time unless directed by the teacher for special use during instruction.

Students may

Use cell phones before school, after school, during lunch, or between classes.

Students shall not

- Have cell phones on display during class time. Phones should be in back packs, bags, or pockets during class. Phones may not be in view during class time unless so directed by the teacher.
- Use any device to record the voice or image of another in any way that disrupts the educational environment, invades the privacy of others, or is made without the prior consent of an individual being recorded.

Use of a cellular telephone or other telecommunications device during state or district assessments is a serious violation of testing security and may result in severe consequences, including assignment to a disciplinary alternative education program or invalidation of a student's test scores. Students are expected to follow all testing procedures and directions of the teacher or testing proctor.

Students will receive a lower level discipline referral for the first violation of the school policy. Thereafter, each offense will incur a \$15 fine or ISS.

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

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as "sexting," will be disciplined in accordance with the Student Code of Conduct, and may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement. Because engaging in this type of behavior can lead to bullying or harassment, as well as possibly impede future endeavors of a student, we encourage you to review with your child "Before You Text" Sexting Prevention Course, a state-developed program that addresses the consequences of engaging in inappropriate behavior using technology.

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

ETHNICITY AND RACE INFORMATION

The United States Department of Education (USDE) requires all state and local education institutions to collect data on ethnicity and race for students and staff. This information is used for state and federal accountability reporting as well as for reporting to the Office of Civil Rights (OCR) and the Equal Employment Opportunity Commission (EEOC).

School district staff and parents or guardians of students enrolling in school are requested to provide this information. If you decline to provide this information, please be aware that the USDE requires school districts to use observer identification as a last resort for collecting the data for federal reporting.

The following federal definitions will be used when determining ethnicity and race.

Ethnicity

- Hispanic/Latino is a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
- Not Hispanic/Latino is any person whose ethnic group is not named in the Hispanic/Latino list.

Race

- American Indian or Alaska Native is a person having origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment.
- Asian is a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for examples, Cambodia, China India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- African American or Black is a person having origins in any of the black racial groups of Africa.
- Native Hawaiian or Other Pacific Islander is a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- White is a person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS

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

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

Offices and Elections

Certain clubs and organizations, and performing groups will hold elections for student officers.

Eligibility

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

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

General Provisions

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

However, if a student receives a grade below 70 at the end of a grading period in an Advanced Placement

(AP) or International Baccalaureate (IB) course; or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or languages other than English, the student remains eligible for participation in all extracurricular activities.

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

- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- A student is allowed in a school year up to 10 absences not related to post-district competition, a maximum of 5 absences for post-district competition prior to state, and a maximum of 2 absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will receive an unexcused absence.

Additional information can be obtained from the University Interscholastic League (UIL) Web site listed in the back of this book.

Football Helmet Records

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

Offices and Elections

Certain clubs and organizations, and performing groups will hold elections for student officers.

Standards of Behavior

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

In addition, the district will conduct a mandatory drug testing program for participants in some extracurricular activities. The activity sponsor will provide detailed information in the activity handbook. Contact the office of Pupil Services at 903-381-2342 for additional information about drug testing.

[For further information about extracurricular activities, see policies at FM and FO]

FEES

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

- Costs for materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student health and accident insurance.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Fees for lost, damaged, or overdue library books.

- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year
- A fee not to exceed \$50 for costs of providing an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program in order for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a course taken through the Texas Virtual School Network (TXVSN).

Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made to the campus principal. An application for permission must be made to the campus principal at least 7 days before the event. [For further information, see policy at FP.]

FIELD TRIPS

Field trips must be deemed educational in order to take students away from instructional time. They must be relatable to ELA, Math, Science, Social Studies or Fine Arts. Some Fine Arts performances are required at the district level and are funded by the district such as the Symphony, Ballet, and the Belcher Center presentations. There will be a list of acceptable trips that will come from the Central Office. Trips to a water park or other types of rewards trips will not be allowed on a school day. Student safety will be a major factor in determining the approval of specific trips.

Transportation for field trips will be on school vehicles. Students who ride a bus or other school vehicle must return on the same transportation unless prior permission is given by campus administration.

UIL and Band/Athletics competitions or games where buses are needed require a bus request with a budget code. All requests come through the Director of Instruction where they will be processed and sent to transportation, and they must follow the time guidelines set by the district.

At no time are staff members to carry students in their personal vehicles.

FINES

A student who has repeated dress code violations is subject to a \$15 fine.

A student who has a telecommunications or other type of electronic device confiscated is subject to a \$15 fine at the time the device is picked up.

FUND-RAISING

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

FOSTER CARE

The Texas legislature passed a bill requiring school districts to report all students who are currently in the conservatorship of the Department of Family and Protective Services (Foster Care). The Foster parent must provide a copy of the Texas DFPS Placement Authorization Form (2085) or a court order that designates the student is in the conservatorship of the Department of Family and Protective Services.

In the past, Foster Care has been one of the eligibility criteria that allows a student to enroll in Pre-kindergarten and that has not changed. If a Prekindergarten student is currently in a Foster Care home, then either a court order or Form 2085 can be used to establish eligibility. However, if the student was previously in a Foster Care home but is currently in a permanent home, the student is still eligible for Prekindergarten under the Foster Care law. The Department of Family and Protective and Services will provide a letter stating that the student was previously in Foster Care. Under the law, a student currently or previously in Foster Care is eligible for Pre-kindergarten if the age requirement is met.

Documentation in the form of a court order or Form 2085 or a letter from the Department of Family and Protective Services must be filed with the campus office.

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 1000 feet of any district-owned or leased property or campus playground.

GRADING GUIDELINES

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

District Philosophy

Grading guidelines are necessary to ensure that:

- The meaning of the grade is clear;
- Grades are consistent across the district;
- Grades support learning and student achievement;
- Grades encourage student success; and
- Grades reflect progress toward mastery of academic standards.

To promote the success of all students, grading practices should be consistent from campus to campus and among teachers within a department. Grading practices should reflect student achievement, the whole curriculum for a particular subject, fairness and consistency, the individual needs of learners, the reciprocal nature of teaching and learning, multiple ways for attaining formative and summative kinds of assessment, and student growth. It is important to remember that minimum academic and conduct grades may be required for participation in some school activities.

Reporting Progress Of Students

Report cards will be issued each six weeks to students in grades pre-kindergarten-12. Progress reports will be issued as scheduled below.

- Pre-kindergarten—Progress reports will not be issued at three week periods, but a parent conference will be held if the student is not making adequate progress.
- Kindergarten—2nd and 6th six weeks
- Grades 1-8—each six weeks
- Grades 9-12—each six weeks for all high school students who are failing or whose grades are marginal

Grading Procedures For Elementary Schools

Assigning, Averaging, and Recording Grades

- Numerical grades will be recorded for all academic subjects for students in grade one through grade five except for the specific areas that are designated to receive letter grades. Letter grades will be recorded on the report cards for prekindergarten and kindergarten students.
- Letter grades of E (Excellent), S (Satisfactory), N (Needs Improvement), or U (Unsatisfactory) will be recorded for music, physical education, penmanship, work habits, and behavior.
- Grades for students in special programs will follow the guidelines for those programs.
- The final average for language arts in grades 1-5 will be calculated by adding the end of year average for the reading process to the end of year average for the writing process and dividing by two.
- Grades on major projects and papers that are not submitted by the class period they are due may be

reduced no more than five points per day.

- Grades are weighted so that the report card will reflect 70% class work, 20% tests, and 10% homework.

Minimum Number of Grades to Take Each Six Weeks

A minimum number of grades for each of the following subjects should be recorded each six weeks. To be consistent with secondary practices, elementary teachers will not assign or accept extra credit work.

- 10 grades in reading process
- 10 grades in writing process
- 10 grades in mathematics
- 6 grades in science and health
- 6 grades in social studies

Procedures for Homework and Class Work

There is a difference in class assignments and homework.

Homework should:

- be an extension of a concept the student has learned,
- be additional practice toward mastering a concept,
- last a maximum of 30 to 60 minutes, and
- include reading for a minimum of 15 minutes daily at home.

Class work should:

- be completed in class,
- not be taken home or completed at home,
- be collected by the teacher at the end of the class period,
- be distributed the next class period by the teacher with the specific amount of time the student will have for the work to be completed. This will be done for assignments for which additional time to complete the assignment is permitted.

Failing Core Subjects – RtI Referrals

Any student (including those participating in special programs such as Special Education, ESOL, and bilingual) who fails one or more of the core subjects (reading, writing, mathematics, science, and social studies) at the end of a six weeks period must be referred to the RtI by the respective content teacher.

Grading Procedures for Grades 6-8

- Teachers will take a minimum of 10 grades, which includes four major grades (major tests, projects, and papers) and six daily grades. Grades are weighted so that the student's report card grade will consist of 50 percent daily work and 40 percent test and exams and 10% homework.
- Teachers will not accept extra credit work.
- Teachers may give zeros with documentation that all effort has been exhausted to obtain work from a student.
- Students who have been absent from school for any reason are allowed to make up work missed. Teachers will work with students to establish a reasonable time within which to complete missed work.
- It is the philosophy of the district to support multiple opportunities for students to demonstrate achievement in the classroom. Students shall be allowed a reasonable opportunity to redo assignments or retake tests on which they receive failing grades. RtI meetings shall be held and intervention plans put in place for students earning failing grades for two consecutive six weeks.
- When a student who is served through special education and/or 504 has failed two or more

consecutive six weeks in a subject, the Admission, Review, and Dismissal (ARD) Committee or the Student Support Team will review the student's IEP.

Grading Procedures for Grades 9-12

- In grades 9-12, teachers will post grades weekly and take a minimum of 10 grades, which includes two major grades (major tests, projects, and papers) and eight daily grades. Grades are weighted so that the student's report card grade will consist of 50% daily work and 50% major grades.
- Teachers will not accept extra credit work.
- Teachers may give zeros with documentation that all effort has been exhausted to obtain work from a student.
- Grades on major projects and papers that are not submitted during the class period in which they are due are reduced by up to ten points per day for three school days.
- Grading of homework assignments is at the teacher's discretion. However, late homework assignments that are graded will receive a maximum grade of 70.
- It is the philosophy of the district to support multiple opportunities for students to demonstrate achievement in the classroom. Students shall be allowed a reasonable opportunity to redo assignments or retake tests on which they receive failing grades. RtI meetings shall be held and intervention plans put in place for students earning failing grades for two consecutive six weeks.
- When a student who is served through special education and/or 504 has failed two or more consecutive six-weeks in a subject, the campus Student Support Team will review the student's ARD/IEP. An ARD meeting is convened if changes to the IEP are needed.

Grade Point Average

The transcript provides a place for weighted grade point average and an un-weighted grade point average, both of which are based on a four point (4.0) scale. These grade point averages will reflect the most recent semester grades available. An un-weighted numeric average is determined by a straight numeric average of all grades completed based on a 100 point scale and is figured at the end of each semester. This average is entered on the back of the transcript only after the end of the first semester of the student's senior year. The weighted grade point average is used unless specified otherwise.

Grading Student Work

The Supreme Court ruled that it does not violate federal privacy law to have students grade another student's work. While it is not against the law, using this practice runs the risk of errors in grading. The teacher should grade any paper that has the grade recorded in the grade book. Grades will not be called out loud by the teacher or student.

HAZING

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

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

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

superintendent.

[See policies FFI and FNCC.]

HEALTH-RELATED MATTERS

Student Illness

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

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

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

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

Bacterial Meningitis

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

- What is meningitis?

Meningitis is an inflammation of the covering of the brain and spinal cord. It can be caused by viruses, parasites, fungi, and bacteria. Viral meningitis is common and most people recover fully. Parasitic and fungal meningitis are very rare. Bacterial meningitis is very serious and may involve complicated medical, surgical, pharmaceutical, and life support management.

- What are the symptoms?

Someone with meningitis will become very ill. The illness may develop over one or two days, but it can also rapidly progress in a matter of hours. Not everyone with meningitis will have the same symptoms. Children (over 2 years old) and adults with bacterial meningitis commonly have a severe headache, high fever, and neck stiffness. Other symptoms might include nausea, vomiting, discomfort looking into bright lights, confusion, and sleepiness. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body.

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

Note: If you think that you may have meningitis, seek prompt medical attention.

- How serious is bacterial meningitis?

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

- How is bacterial meningitis spread?

Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. They are spread when people exchange respiratory or throat secretions (such as by kissing, coughing, or sneezing).

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

- How can bacterial meningitis be prevented?

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

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

- What should you do if you think that 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.

The DSHS requires at least one meningococcal vaccination on or after the student's 11th birthday, unless the student received the vaccine at age 10. Also note that entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. 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.

Food Allergies

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

The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services' (DSHS) "Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis." The district's management plan addresses employee training, dealing with common food allergens, and specific strategies for dealing with students diagnosed with severe food allergies. When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed at the district's web site as listed in the back of this handbook.

The complete text of the ["Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis"](#) can be found on the DSHS website at [Allergies and Anaphylaxis](#).

[See policy FFAF and Celebrations.]

Head Lice

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

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

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

More information on head lice can be obtained from the DSHS's website Managing Head Lice.

[See policy FFAA]

Physical Activity Requirements

Elementary School

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

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

Middle School

In accordance with policies at EHAB, EHAC, EHBG, and FFA, the district will ensure that students in middle school will engage in 30 minutes of moderate or vigorous physical activity per day for at least four semesters or at least 225 minutes of moderate or vigorous physical activity within each two-week period for at least four semesters.

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

Temporary Restriction from Participation in Physical Education

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

Children's Medicaid and Children's Health Insurance Program (CHIP)

Does your child have health insurance? If not, ask your school nurse or call 903-236-9160 (Savanna Lewis, HHSC Outreach Assistant) for an application for CHIP and Child Medicaid. Children's health insurance can be used for regular checkups, immunizations, hospitalizations and prescriptions. Good grades and good health go hand in hand.

School Health Advisory Council (SHAC)

All School Health Advisory Council (SHAC) meeting minutes are posted online at www.lisd.org in the Administrative and Pupil Services section under the SHAC tab. Additional information regarding the district's SHAC is available from the Lead Nurse, at 903-663-7191.

The duties of the SHAC include:

- Making recommendations regarding physical and mental health curriculum.
- 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, substance abuse prevention, and employee wellness.
- Making recommendations for increasing parents' awareness of warning signs of suicide and mental health risks and community mental health and suicide prevention services.

(See policies at BDF and EHAA)

Seizures

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

Student Wellness Policy/Wellness Plan

Longview Independent School District is committed to encouraging healthy students and therefore has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement the policy. You are encouraged to contact the nursing coordinator at 903-663-7191 with questions about the content or implementation of the district's wellness policy and plan.

OTHER HEALTH-RELATED MATTERS

Physical Fitness Assessment

Annually, the district will conduct a physical fitness assessment of students in grades 3–12 who are enrolled in a physical education course or a course for which physical education credit is awarded. At the end of the school year, a parent may submit a written request to the Director of Extracurricular Activities to obtain the results of his or her child's physical fitness assessment conducted during the school year. The Director of Extracurricular Activities can be reached at the Athletic Office at 903-381-3950.

Vending Machines

The district has adopted and implemented the state and federal policies and guidelines for food service, including the guidelines to restrict student access to vending machines. For more information regarding these policies and guidelines, contact the principal or the Director of Food Services at 903-381-2354. [See policies at CO and FFA.]

Tobacco and E-Cigarettes Prohibited

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

The district and its staff strictly enforce prohibitions against the use of all tobacco products, e-cigarettes, or any other electronic vaporizing device, by students and 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 principal's office or in the office of the Director of Operations at 1111 East Young Street. If you have any questions or would like to examine the district's plan in more detail, contact the district's designated coordinator at 903-381-2339.

Pest Management Plan

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

All pesticides used are registered for their intended use by the United States Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who have further questions or who want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area may contact the district's IPM coordinator, at 903-381-2351.

HOMEWORK

Students are expected to complete homework as assigned. Homework should:

- Be an extension of a concept the student has learned.
- Be additional practice toward mastering a concept.
- Last a maximum of 30 minutes per subject.
- Include reading for a minimum of 15 minutes daily at home.
- Zeros on homework are not permitted.

IMMUNIZATION

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized. For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. This form may be obtained by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or

online at [Affidavit Request for Exemption from Immunization](#). The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

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

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

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

[For further information, see policy FFAB(LEGAL) and the DSHS's website at [Texas School & Child-Care Facility Immunization Requirements](#).]

INSTRUCTIONAL PROGRAM

The instructional program is designed to meet individual student needs. In the subject areas of language arts (reading and English), math, and science, course offerings include G/T, Honors, Pre-AP and regular courses. Students are placed according to individual assessment, grades and the teacher/counselor recommendation. The middle school continues basic skills instruction, and students at each grade level are required to master 70 percent of the TEKS in language arts, math, social studies, and science. Electives may vary from campus to campus. Courses listed meet the requirements of the Texas Education Agency and Longview Independent School District.

Advanced Classes

Students will have the opportunity to take a wide range of courses designated as Advanced Placement (AP/IB) classes at Longview High School. These are college level courses for secondary students that are taken on the high school campus. AP/IB classes are designed to prepare students to take advanced placement exams. Students have the opportunity to receive college credit for these courses upon successful completion of AP/IB exams. In addition, successful scores on AP/IB exams help students qualify for the prestigious Distinguished Achievement Program seal on their high school diploma.

At the middle school level, advanced language arts, math, science, and social studies classes give students the opportunity to practice skills that will enable them to be successful in AP/IB high school classes. Advanced classes help students become familiar with the expectations and activities required by the AP/IB program and begin the foundation for success in the AP/IB program and at college.

Students who are successful in advanced classes typically are self-disciplined, task-oriented and responsible. They set priorities and manage their time well. Their parents usually play a key role in their education.

Advanced classes come with different names and levels of required effort. Judson Middle School (STEAM / Charter School) advanced classes are called Pre-AP classes. Foster Middle School has Pre-AP and G/T classes. Students must meet special qualifications before taking G/T classes. Testing for G/T designation is available and parents interested should contact a school counselor. Forest Park Middle School (IB Magnet Campus) offers the prestigious International Baccalaureate Middle Years Program (IB) in addition to honors classes. The International Baccalaureate Program is designed for children to participate in learning at a greater depth of knowledge with high standards of learning. The IB program is open to all students.

In advanced classes, a larger amount of material is covered at a greater depth than in comparable regular classes. Increased expectations of acceptable work in advanced courses require students to work very hard to make good grades. Because of additional time and hard work required of students in advanced classes,

they carry an additional *ten weighted grade points*. Grade points are used to determine a student's *place in class rank, eligibility for the honor roll* and their *grade point average (GPA)*. This is so very important to the student's future that any student who can meet the prerequisites and work expectations of advanced classes should enroll in them.

Grades and grade points are not the same thing. Weighted grade points are not a factor in determining the grade that appears on the report card. Consequently, *weighted grade points are not used to determine if a student passes a class*. By state law, any numerical grade below 70 is a failing grade. A student making a grade of 69 or below in any class on a report card has failed the class for that grading period.

Language Arts

Pre-AP and Honors language arts courses are designed for students of superior verbal ability and reading proficiency who plan to pursue Pre-Advanced Placement (grades 9 and 10) and Advanced Placement (grades 11 and 12) English courses. Students will read and complete in depth written analyses of short stories, poems, and novels. In addition, students will read and study a novel each six weeks. Pre-AP courses will emphasize intensive study of advanced vocabulary and writing for a variety of purposes.

Recommendation for Pre-AP or Honors Language Arts, Grade 6: 5th grade language arts teacher recommendation, a 85 average in 5th grade language arts and a STARR reading raw score of 40 or above.

Prerequisite: Students must complete a summer reading assignment and write a paper over the book during the first six weeks of school. The summer reading selection is thematically related to selections students will read during the year. During the first six weeks, students will discuss and complete written assignments related to the summer reading selection.

The summer reading selection list will be distributed before the end of school. Students may purchase their own copies of the novel at local bookstores, or they may check out the books from their middle school libraries.

Recommendation for Pre-AP or Honors Language Arts, Grade 7: 6th grade language arts teacher recommendation, a 85 average in 6th grade advanced language arts and a STARR reading raw score of 42 or above.

Prerequisite: Students must complete two summer reading assignments and write a paper over the books during the first six weeks of school. The summer reading selections are thematically related to selections students will read during the year. During the first six weeks, students will discuss and complete written assignments related to the summer reading selections.

The summer reading selection list will be distributed before the end of school. Students may purchase their own copies of the novel at local bookstores, or they may check out the books from their middle school libraries.

Recommendation for Pre-AP or Honors Language Arts, Grade 8: 7th grade language arts teacher recommendation, a 85 average in 7th grade advanced language arts and a STARR reading raw score of 42 or above.

Prerequisites: Students must complete two summer reading assignments and write a paper over the books during the first six weeks of school. The summer reading selections are thematically related to selections students will read during the year. During the first six weeks, students will discuss and complete written assignments related to the summer reading selections.

The summer reading selection list will be distributed before the end of school. Students may purchase their own copies of the novel at local bookstores, or they may check out the books from their middle school libraries.

Mathematics

These courses are designed for the strongly motivated math student who plans to take Algebra II (grade 09), Pre-Calculus (grade 10) and Advanced Placement Calculus (grade 11) and AP/IB Statistics (grade 12). Students will learn concepts, skills, and properties associated with real numbers and equations and inequalities with linear and quadratic functions. The course emphasizes relevant and interesting problem solving situations. Students will use graphing calculators to master algebraic skills.

Recommendation for Pre-AP or Honors Math, Grade 6: 5th grade math teacher's recommendation, 85 or above for the year for 5th grade math, and a STARR math raw score of 44 or above.

Recommendation for Pre-AP or Honors Math, Grade 7: 6th grade math teacher's recommendation, 85 or above for the year for regular 6th grade math or 80 or above for advanced 6th grade math, and a STARR math raw score of 45 or above.

Recommendation for Pre-AP or Honors Math, Grade 8: 7th grade math teacher's recommendation, 85 or above for the regular 7th grade math or 80 or above for advanced 7th grade math, and a STARR math raw score of 46 or above.

Recommendation for Pre-AP or Honors Algebra I, Grade 7/8: 6/7th grade math teacher's recommendation, 85 or above for the year for regular 6/7th grade math or 80 or above for advanced 7th grade math, and a STARR math raw score of 40 or above for a 7th grade student and a STARR math raw score of 46 or above for an 8th grade student.

Recommendation for Pre-AP or Honors Geometry, Grade 8: 7th grade math teacher's recommendation, 85 or above for the year for regular 7th grade math or 80 or above for advanced 7th grade math, and a STARR math raw score of 46 or above.

Science

These courses are designed for the strongly motivated science student who plans to take Pre-Advanced Placement Biology (grade 9), Chemistry (grade 10), Physics (grade 11), and Advanced Placement Chemistry, Physics, Biology, or Environmental Science (grade 12).

Because strong math and reading skills are needed for success in science, it is recommended that students demonstrate a proficiency in both areas to be eligible for Pre-AP science classes.

Recommendation for Pre-AP or Honors Science, Grade 6: 5th grade science teacher's recommendation, 85 or above for the year in 5th grade science and a TAKS Reading commended performance or above and a STARR math raw score of 40 or above.

Recommendation for Pre-AP or Honors Science, Grade 7: 6th grade science teacher's recommendation, 85 or above for the year in regular 6th grade science or 80 or above for 6th grade Pre-AP Science, and a STARR reading/math raw score of 40 or above.

Recommendation for Pre-AP or Honors Science, Grade 8: 7th grade science teacher's recommendation, 85 or above for the year for regular 7th grade science or 80 or above for 7th grade Pre-AP Science, and STARR reading/math raw score of 40 or above.

Social Studies

These courses are designed for the strongly motivated social studies student who plans to take Pre-Advanced Placement World History, AP/IB United States History, AP/IB World History, AP/IB Government, and AP/IB Economics.

Because strong reading and writing skills are needed for success in Pre-AP social studies classes, it is recommended that students demonstrate a proficiency in both areas to be eligible for Pre-AP social studies classes.

Recommendation for Pre-AP or Honors Social Studies, Grade 6: 5th grade social studies teacher's recommendation, 85 or above for the year for 5th grade social studies, and a STARR reading raw score of 40 or above.

Recommendation for Pre-AP or Honors Social Studies, Grade 7: 6th grade social studies teacher's recommendation, 85 or above for the year for regular 6th grade social studies or 80 or above for 6th grade Pre-AP Social Studies, and a STARR reading raw score of 42 or above.

Recommendation for Pre-AP or Honors Social Studies, Grade 8: 7th grade social studies teacher's recommendation, 85 or above for the year for regular 7th grade social studies or 80 or above for 7th grade Pre-AP Social Studies, and a STARR reading raw score of 42 or above.

IN-SCHOOL SUSPENSION CENTER

Students assigned to ISS are required to complete all assignments provided by their regular teacher and will receive credit for all work completed and returned to the regular teacher. Written notification of the ISS assignment is mailed to the student's parents, and every effort is made to contact the parents by phone.

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

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

The principal will immediately notify the office of Pupil Services 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.

Note: Because the principal does not have the authority to prevent or delay a student's release to a law enforcement officer, any notification will most likely be after the fact.

Notification of Law Violations

The district is required by state law to notify:

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

[For further information, see policy FL(LEGAL).]

LEAVING CAMPUS

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

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

- For students in elementary and middle school, a parent or otherwise authorized adult must come to the office and sign the student out. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. For safety purposes and stability of the learning environment, we cannot allow you to go to the classroom or other area unescorted to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.
- For students in high school, the same process will be followed. If the student's parent will authorize the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office in advance of the absence, no later than two hours prior to the student's need to leave campus. A phone call received from the parent may be accepted, but the school may ultimately require a note to be submitted for documentation purposes. Once the office has received information that the student's parent consents to the student leaving campus, a pass will be issued to the student to hand to his or her teacher with the necessary information. The student must sign out through the main office and sign in upon his or her return, if the student returns the same day. If a student is 18 years of age or is an emancipated minor, the student may produce a note on his or her own behalf. Documentation regarding the reason for the absence will be required.
- If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school. Unless directed by the parent to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures as listed above. If a student is allowed to leave campus by himself or herself, as permitted by the student's parent, or if the student is age 18 or is an emancipated minor, the nurse will document the time of day the student was released. Under no circumstances will a student in elementary or middle school be released unaccompanied by a parent or adult authorized by the parent.

During Lunch

All campuses in the Longview Independent School District are "closed" campuses and students are not allowed to leave for lunch.

At Any Other Time During the School Day

Students are not authorized to leave campus during regular school hours for any other reason, except with the permission of the principal.

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

ENGLISH LEARNERS

A student who is an English 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 learner. However, pending the receipt of parental consent or denial of services, an eligible student will receive the services to which the student is entitled and eligible.

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

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

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

LOST AND FOUND

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

MAKEUP WORK

Makeup Work Because of Absences

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

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

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

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

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

DAEP Makeup Work

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

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

Completion of Course Work

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

Completion of Courses

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, distance learning, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FO(LEGAL).]

MCKINNEY VENTO ELIGIBLE STUDENTS (MVE)

The McKinney Vento Act provides funding for services to students who qualify due to special situations, limitations, or the lack of a nighttime residence. Services include free school meals, school supplies, transportation, and help with required school standardized dress. Parents complete a form called the Student Residency Questionnaire as part of the enrollment packet which is used to start the process to identify students who are eligible for services. Eligibility requirements and additional information can be obtained from the school counselor or by contacting the Liaison for Homeless Children and Youths, at 903-381-2321.

MEDICINE AT SCHOOL

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

No more than 10 days of medication can be sent to the campus at a time. The first dose must be given at home in case of an unexpected reaction. Non-prescription medications will require a doctor's order if given for longer than 10 consecutive days.

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

Only authorized employees, in accordance with policy FFAC, may administer:

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

The district, the board, and its employees are not responsible for medications that are lost or stolen at school.

The district, the board, and its employees shall be immune from civil liability for damages or injuries resulting from the administration of medication to a student in accordance with this policy.

Sunscreen Application

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

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

For students at the secondary level, a student may possess and apply sunscreen when necessary. If the student will need assistance with this application, please address the need for assistance with the school nurse.

Whether a student is at the elementary or secondary level, if sunscreen needs to be administered to treat any type of medical condition, this should be handled through communication with the school nurse so that the

district is made aware of any safety and medical issues.

Asthma Information

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 the student has written permission from the student's parent and the student's physician or 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.

The physician's statement as well as parental consent must be kept on file in the office of the school nurse at the campus the student attends. 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.

Additional guidelines to be followed are listed below:

- the prescription asthma medicine has been prescribed for the said student as indicated by the prescription label on the medicine;
- Prescription medication must be brought to the school by a parent.
- the self-administration is done in compliance with the prescription or written instructions from the student's physician or other licensed health care provider;
- the school is provided with a written authorization, signed by the parent/guardian, for the student to self-administer prescription asthma medicine; and
- a parent/guardian of the student provides the school a written statement from the student's physician or other licensed health care provider, signed by the physician or provider that states:
 - the student has asthma and is capable of self-administering the prescription asthma medication;
 - the name and purpose of the medicine;
 - the prescribed dosage for the medicine;
 - the time at which or circumstances under which the medicine may be administered; and
 - the period for which the medicine is prescribed.

Diabetes Information

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

Fever

Students who have a fever of 100 degrees Fahrenheit or greater should not be sent to school. Students who had a fever may return to school 24 hours after the fever subsides without taking fever reducing medication.

Psychotropic Drugs

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

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

MILITARY-CONNECTED STUDENTS

The Texas legislature passed a law requiring school districts to report all military-connected students to the Texas Education Agency. Parents of students who are a member of any of the following services must report that information to the school district in which their student attends. Reporting is required if the

student is a dependent of;

- A member of the Army, Navy, Air Force, Marine Corps, or Coast Guard on Active Duty; or
- A member of the Texas National Guard (Army, Air Guard, or State Guard); or
- A member of a reserve force in the United States military (Army, Navy, Air Force, Marine Corps, or Coast Guard on Active Duty).

Reporting is also required if a Pre-kindergarten student is a dependent of;

- An active duty uniformed member of the Army, Navy, Air Force, Marine Corps, or Coast Guard; or
- Activated/mobilized uniformed member of the Texas National Guard (Army, Air Guard, or State Guard) who was injured or killed while serving on active duty.
- Activated/mobilized members of the Reserve components of the Army, Navy, Marine Corps, Air Force, or Coast Guard: who are currently on active duty or who were injured or killed on active duty.

NONDISCRIMINATION STATEMENT

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

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

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

- Title IX Coordinator, for concerns regarding discrimination on the basis of sex, including sexual harassment or gender-based harassment. (903-381-2235)
- ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability (903-381-2267)
- All other concerns regarding discrimination contact the superintendent of schools. (903-381-2219)

[See policies FB, FFH, and GKD.]

NONTRADITIONAL ACADEMIC PROGRAMS

The Longview Early Graduation High School is a program to assist students in attaining their high school diploma and to reduce the high school drop-out rate. The Longview Early Graduation High School is a nontraditional program for students who have not been successful in a traditional school setting. The Longview Early Graduation High School offers smaller class sizes with more one on one instruction. Students and teachers are able to develop a relationship with one another.

In order for a student to be eligible to attend the Longview Early Graduation High School, the student must meet one of 13 At-Risk criteria, or be unsuccessful in two or more core subjects, or have been reported as a dropout or be pregnant or a teen-age parent.

OFF-LIMIT AREAS

Students are not permitted to loiter before school, during lunch, or at the end of the school day in any area designated as off limits by the school administration. Students not participating in afterschool programs or waiting for a ride should leave the school grounds immediately after the dismissal bell.

PARENT AND FAMILY ENGAGEMENT

Working Together

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

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.

- Ensuring 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.
- 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. Teachers will usually return your call or meet with you during their conference periods or before or after school. Teachers are not available during instructional time to conference with parents.
- Becoming a school volunteer. [For further information, see policy GKG and contact the Community Outreach Coordinator at 903-381-2236.]
- Participating in campus parent organizations such as PTO.
- Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. [For further information, see policies BQA and BQB, and/or contact the campus principal or the Director of Research, Planning and Accountability at 903-381-2256.]
- Serving on the School Health Advisory Council, assisting the district in ensuring local community values are reflected in health education instruction and other wellness issues. [For further information, see policies BDF, EHAA, and FFA, information in this handbook at School Health Advisory Council and/or contact the Lead Nurse at 903-663-7191.]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending Board meetings to learn more about Longview Independent School District operations. School Board Meetings are held at 7:00 p.m. on the second Monday of each month at the Educational Support Center located at 1301 East Young Street. [For further information, see policies at BE and BED.]

Parent Involvement Policy

Parent involvement is the participation of parents in every facet of the education and development of children from birth to adulthood, recognizing that parents are the primary influence in their children's lives. Parent involvement takes many forms, including parents' shared responsibilities in decisions about their children's education, health and well-being, as well as parents' participation in organizations that reflect the community's collaborative aspirations for all children.

Purpose of Parent Involvement

Longview Independent School District embraces parent involvement and understands its importance in providing a quality education to every child. The concept of educating children is understood to be a partnership that includes students, parents, teachers, administrators, and community members. All partners have a responsibility in the academic success of students.

Parent Participation in the Development and Yearly Review of the Policy

The original policy was developed by a committee of parents representing all Title 1 campuses. This policy is reviewed each spring by a community advisory board, and a parent advisory committee. Members will be invited to give suggestions for revising and updating of the policy. The policy will be distributed to all parents of students in Title 1 schools in the student handbook at the beginning of each year.

Evaluation of the Parental Involvement Programs

Surveys will be distributed to parents of all students on Title 1 campuses annually. Parents will be asked to give input on the parental involvement activities for the year as well as perceived barriers to parental participation. Campuses will also complete a campus level survey to determine effectiveness of the program. Survey results will be analyzed and considered during campus planning as part of the comprehensive needs assessment and will be used to strengthen campus and/or district programs for student achievement.

Desired Outcomes

- Parents and the community develop a better understanding of, and support for, what the school is doing.
- Schools better understand the needs and concerns of parents and the community.
- Self-esteem of children increases.
- Student academic performance improves.
- School programs are adjusted to meet the needs of children and adults more fully.
- Parent-child relationships improve.
- The community is strengthened through newly developed relationships between parents.
- The community feels more connected to the school.
- There is more support for public schools.
- Parents play a vital role in decision-making processes.
- Remove any barriers to parent involvement.
- Coordinate parent involvement activities with Head Start.
- Parents will have a better understanding of what is expected for each grade level.

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—that concerns:

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

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

PHYSICAL EXAMINATIONS AND HEALTH SCREENINGS

Athletics' Participation

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

This examination is required in the first year of middle school competition and the first and third years of

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

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

For more information, see the UIL's explanation of sudden cardiac arrest.

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.

Other Examinations and Screenings

Type of Screening	Grades Screened
Spinal Curvature	6, 9 and students new to the district with no record of screening
Vision	Pre-K, K, 1, 3, 5, 7 and students new to the district
Hearing	Pre-K, K, 1, 3, 5, 7 and students new to the district

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.

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

PRAYER

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

PROMOTION AND RETENTION

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

In addition, at certain grade levels a student—with limited exceptions—will be required to pass the State of Texas Assessments of Academic Readiness (STAAR), if the student is enrolled in a public Texas school on any day between January 1 and the date of the first administration of the STAAR.

Elementary and Middle School Levels

To be promoted to the next grade level, students in grades six through eight must meet district promotion requirements (LISD) Policy EIE(LOCAL).

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

In order to be promoted to grade 9, students enrolled in grade 8 must perform satisfactorily on the mathematics and reading sections of the grade 8 assessment in English.

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

If a student in grades 3–8 is enrolled in a class or course intended for students above his or her current grade level in which the student will be administered a state-mandated assessment, the student will be required to take an applicable state mandated assessment only for the course in which he or she is enrolled, unless otherwise required to do so by federal law.

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

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

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.

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

REPORT CARDS/PROGRESS REPORTS AND CONFERENCES

Report cards with each student's grades or performance and absences in each class or subject are issued at least once every six (6) weeks.

At the end of the first three weeks of a grading period, parents will receive a progress report if their child's performance in English language arts, mathematics, science, or social studies is near or below 70, or is below the expected level of performance. If the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be requested to schedule a conference with the teacher of that class or subject. [See Working Together for how to schedule a conference]

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

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

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

Report cards and unsatisfactory progress reports must be signed by the parent and should be returned to the school within three (3) days. The district may use an electronic program to communicate academic information about your child, including for report card and progress reporting purposes. An electronic signature of the parent will be accepted by the district, but you are entitled to request the option to provide a handwritten signature of acknowledgment instead.

Reporting Academic Progress

Report cards will be issued each six weeks to students in grades 6-8. Progress Report and Report Card issue dates are found at the back of this handbook.

SAFETY

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

- Avoid conduct that is likely to put the student or others at risk.
- Follow the behavioral standards in this handbook and the Student Code of Conduct, as well as any additional rules for behavior and safety set by the principal, campus behavior coordinator, teachers, or bus drivers.
- Remain alert to and promptly report to a teacher or the principal any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member. A student may make anonymous reports about safety concerns by going online to the K-12 Insight “Lets Talk” site at <http://w3.lisd.org/contact-us/>
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Accident Insurance

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

[For more information call the Department of Athletics at 903-381-3950.]

Insurance for Career and Technical Education (CTE) Programs

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

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

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

Students in grades 7–12 will annually be offered instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see [Homeland Security’s Stop the Bleed](#) and [Stop the Bleed Texas](#).

Emergency Medical Treatment and Information

If a student has a medical emergency at school or a school-related activity when the parent cannot be reached, the school may have to rely on previously provided written parental consent to obtain emergency medical treatment, and information about allergies to medications, foods, insect bites, etc. Therefore, parents are asked each year to complete an emergency care consent form. Parents should keep emergency care information up-to-date (name of doctor, emergency phone numbers, allergies, etc.) Please contact the school nurse to update any information that the nurse or the teacher need to know

Emergency School-Closing Information

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

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

We urge parents to make sure contact information is up to date with the school so our phone notification system can be used more effectively. You may want to verify your emergency contact information with the school.

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will alert the community by phone alert, radio stations, television stations, the Longview Independent School District's website at w3.lisd.org, and Twitter.

Specific media outlets that will carry our notifications are KLTN Channel 7, KETK NBC 56, KYTX CBS 19, East Texas Review, Longview News-Journal (www.news-journal.com), and KTBB-AM 600.

SCHOOL DAY

The current bell schedules for all schools are posted online at [http://w3.lisd.org/](http://w3.lisd.org)

SCHOOL FACILITIES

Use By Students Before and After School

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

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

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

Conduct Before and After School

Teachers and administrators have full authority over student conduct at, before or after school activities on district premises and at school-sponsored events off district premises, such as play rehearsals, club meetings, athletic practices, and special study groups or tutorials. Students are subject to the same rules of conduct that apply during the instructional day and will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

Use of Hallways During Class Time

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

LIBRARY

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

Book Check Out

Students must have their library computer card in order to check out a book. Students who owe library fines or have an overdue book are not allowed to check out books. See a library clerk for additional details.

Library Book Fine

Students may check out books for two (2) weeks or overnight. Books checked out for two (2) weeks and are overdue result in a fine. Books checked out overnight are due in the library by 8:00 a.m. the next school day or students must pay a fine. Students losing books are charged the replacement cost of

the books and not the original cost.

Meetings of Groups not Related to Curriculum

Secondary student-organized, student-led meetings of groups not related to curriculum are permitted to meet during the hours designated by the principal before and after school. These groups must comply with the requirements of policy FNAB(LOCAL).

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

School-sponsored Field Trips

The district periodically takes students on field trips for educational purposes.

A parent must provide permission for a student to participate in a field trip.

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

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

SEARCHES

District Property

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

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

Searches in General

In the interest of promoting student safety and attempting to ensure that schools are safe and drug free, district officials may occasionally conduct searches.

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

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

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

Vehicles on Campus

If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the district will contact the student's parents. If the parents also refuse to permit the vehicle to be searched, the district may contact law enforcement officials and turn the matter over to them. The district may contact law enforcement even if permission to search is granted.

Metal Detectors

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

Trained Dogs

The district will use trained dogs to screen for concealed, prohibited items, including drugs and alcohol. Screenings conducted by trained dogs will not be announced in advance. The dogs will not be used with students, but students may be asked to leave personal belongings in an area that is going to be screened, such as a classroom, a locker, or a vehicle. If a dog alerts to an item or an area, it may be searched by district officials.

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 to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed.

[See policy FNF(LEGAL) and Electronic Devices and Technology Resources for more information.]

Drug Testing

The district conducts a mandatory drug testing program for students involved in applicable extracurricular activities. The purpose of testing students in extracurricular activities for drug usage is to provide those students with a means to combat peer pressure and prevent the harmful effects of drug use. Specific information will be provided by the activity sponsor. [For further information, see policy FNF(LOCAL), or contact the office of Pupil Services at 903-381-2342 for additional information about drug testing.]

SEMESTER EXAMS

The following rules apply to semester testing:

- Students are allowed to take semester tests without any prerequisites.
- Teachers will review early and for a minimum of one (1) class period.
- A test review is given to the students one (1) week prior to the testing date.
- No major tests are given the last three (3) school days before a semester exam

SPECIAL PROGRAMS

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

Dyslexia

A student who has or is at risk for dyslexia or a related reading difficulty is eligible to participate in the Texas State Library and Archives Commission's [Talking Book Program](#), which provides audiobooks free of charge to qualifying Texans with visual, physical, or reading disabilities.

For additional information contact the Director for Research, Planning and Accountability at 903-381-2267.

Gifted and Talented

All students in grades K-7 will be screened using the Iowa Test of Basic Skills (ITBS) yearly. This is an achievement test that is intended to assess a child's understanding of what he/she has learned. Students who receive bilingual services will be given the Logramos test.

Students will be tested on their campuses over a three-day period. Kindergarten students who are not enrolled in Longview Independent School District will test at East Texas Montessori Prep Academy. A schedule for testing can be obtained by contacting the LISD Testing Coordinator at 903-381-2280.

The ITBS will serve three purposes:

- a yearly diagnostic tool,
- admission to Hudson PEP and,
- the first phase in the gifted/talented (G/T) identification process.

When ITBS results are received from the publishing company, the district committee will meet to review the data and identify students who meet the cumulative score total for admission to Hudson PEP. ITBS results for students in grades K-5 will be mailed to the parents/guardians.

Longview ISD students scoring in the 90th percentile or above in reading and/or math will advance to the second phase of the G/T identification process. The student must obtain 4 of the following 5 standards to qualify for the Gifted/Talented program.

Standards for G/T identification include:

- Iowa Test of Basic Skills
- Parent Inventory Standard
- Teacher Inventory Standard
- Writing Standard
- Cognitive Ability Test (CogAT) – given 2nd semester

If the student qualifies for G/T, he or she may also attend Hudson PEP (grades 1-5). For students who do not advance to the CogAT testing, the ITBS test will also be used to qualify students for Hudson PEP.

The current required calculated cumulative score totals can be obtained from the LISD Testing Coordinator at 903-381-2280.

Students Not Enrolled in LISD

Kindergarten through fifth grade students who are not enrolled in Longview ISD will take the ITBS test during the scheduled district assessment window. The fee for testing is per administration \$65.00.

Note: Out-of-District students who qualify for Hudson PEP must also qualify for admittance into the Longview Independent School District. Out-of-District applications are only available on the LISD website located at <http://w3.lisd.org/>.

Students who enroll in the district during the summer and want to attend Hudson PEP or Foster Middle School and have not previously tested for these schools within the current school year will be allowed to test in August when the counselors return to duty.

Any student tested within a school year that did not make a qualifying score will not be eligible to test again until the next assessment window of the following school year.

STANDARDIZED TESTING**SAT/ACT (Scholastic Aptitude Test and American College Test)**

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

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

TSI (Texas Success Initiative) Assessment

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

STAAR (STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS)**Grades 3–8**

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

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

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

Successful performance on the reading and math assessments in grades 5 and 8 is required by law 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 Admission, Review, and Dismissal (ARD) committee concludes the student has made sufficient progress in the student's individual education plan (IEP).

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

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

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

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

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

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

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

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

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

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 will assist any student who is currently placed or newly placed in foster care (temporary or permanent custody of the state, sometimes referred to as substitute care,) with the enrollment and registration process, as well as other educational services throughout the student's enrollment in the district.

If you have questions, please contact the LISD Liaison to Children in Foster Care at 903-381-2321.

STUDENTS WHO ARE HOMELESS

A parent is encouraged to inform the district if his or her child is experiencing homelessness. District staff can share resources that may be able to assist families.

For more information on services for students who are homeless, contact the district's homeless education liaison at 903-381-2321.

STUDENT PUBLICATIONS

The principal reviews all student publications prior to printing.

STUDENT SPEAKERS

The district provides students the opportunity to introduce the following school events: football games and opening announcements and greetings for the school day.

Students are eligible to introduce these events if they are in the two highest grade levels of the school at which the student is publicly speaking and who hold one of the following positions of honor based on neutral criteria are eligible to use the limited public forum: student council officers, class officers of the highest grade level in the school, captains of the football team, and National Honor Society officers.

An eligible student shall be notified of the student's eligibility, and a student who wishes to participate as an introducing speaker shall submit the student's name to the student council during an announced period of not less than three days.

The announced period shall occur at the beginning of the school year. The names of the volunteering student speakers shall be randomly drawn until all names have been selected, and the names shall be listed in the order drawn.

[See FNA(LOCAL)]

- House Bill 3678 requires all school districts to adopt a local policy on student speakers that:
- Provides for a limited open forum that does not discriminate against a student's voluntary expression of a religious viewpoint;
- Provides for a method, based upon neutral criteria, to select student speakers for graduation and other school events;
- Ensures that a student does not engage in obscene, vulgar, offensively lewd, or indecent speech;
- States in writing, orally, or both, that the student's speech does not reflect the endorsement, sponsorship, position, or expression of the District.

SUBSTANCE ABUSE PREVENTION AND INTERVENTION

If you are worried that your child may be using or is in danger of experimenting, using, or abusing illegal drugs or other prohibited substances, please contact the school counselor. The school counselor can provide you with a list of community resources that may be of assistance to you. The DSHS maintains information regarding children's mental health and substance abuse intervention services on its Web site: Mental Health and Substance Abuse.

SUICIDE AWARENESS AND MENTAL HEALTH SUPPORT

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 available in your area.

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

SUMMER SCHOOL PROGRAM

Criteria for summer school attendance will be established for each specific program.

Students who do not pass the 8th grade STAAR reading and math tests will be required to attend summer school and take the third administration of the appropriate test(s).

Summer school may be used by the district as an option to offer students who were assigned to Disciplinary Alternative Education Program (DAEP) to complete coursework before the beginning of the next school year.

TARDIES

A student is expected to be on time and remain for the full instructional day. The student must be in his or her homeroom by the time the first period bell rings. If a student arrives at school after that time, a parent must accompany the student to check in at the school office. A student who is tardy to class may be assigned to detention hall or given another appropriate consequence. Repeatedly being tardy may result in more severe disciplinary action.

TEXTBOOKS AND OTHER INSTRUCTIONAL EQUIPMENT AND MATERIALS

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

If the district does not issue graphing calculators for a course requiring their use, a student may use a calculator application with the same functionality as a graphing calculator on a phone, laptop, tablet, or other computing device in place of a graphing calculator.

A student who is issued a damaged item should report the damage to the teacher. Any student failing to return an item in acceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage paid for by the parent; however, the student will be provided the necessary instructional resources and equipment for use at school during the school day. For questions contact the Coordinator of Community and Media Relations at 903-381-2236 or visit at 1301 East Young Street.

TRANSFERS

The following information is designed to inform you as to the transfer possibilities within the Longview Independent School District and the rules and responsibilities of having a student transfer.

The following rules apply to In-District Transfers.

- Students may request a transfer from any school to another school within the Longview Independent School District that has the appropriate grade level and/or programs needed by the student.
- The application must be made annually.
- Transfer applications must be completed on-line at the district's website at w3.lisd.org.
- Completing the application does not indicate that the transfer will be approved.
- Parents must provide transportation to and from the transfer school.
- The school principal must agree to accept the student at the transfer school.
- Space must be available at the requested school and if appropriate, the program requested.
- Principals may return the student to the attendance zone school for excessive tardiness, poor attendance, and/or discipline problems prior to the last Friday in October.
- Transfers will not be approved during the last 6-weeks of a school year.

Note: Parents should call the school office for additional information regarding programs offered at the school.

Call the Department of Administrative and Pupil Services if you have questions about the transfer application or process. 903-381-2242 or 903-381-2321.

Out of District Transfers

Children attending the Longview Independent School District have the advantage of outstanding facilities, quality teachers, expansive curriculum, excellent specialized programs, great support, and the opportunity to obtain a first-class education while enjoying the many extracurricular activities afforded our students.

LISD accepts Out-of-District transfer students from other school districts without charge. Transfer applications must be completed on-line at the district's website at w3.lisd.org.

Terms and Conditions of the Out-of-District Transfer Policy

- Parents must acknowledge and agree to the terms of the transfer policy in order to complete the application.
- State law requires parents to apply for a transfer each school year.
- Students considered for transfer, if previously enrolled in school, must have exhibited good behavior, high attendance, and demonstrated the ability to be at school and in class on time.
- Services and programs needed must be currently available at the requested school with available space for the transfer student. It is the parent's responsibility to ensure that the student arrives at

school and is picked up on time each day.

- District policy prohibits bus transportation for out-of-district transfers. However, an exception is made for parents with small children that go directly from the school to daycare in the afternoon. If a bus is routed to the child's daycare and space is available, then the child will be permitted to ride the bus to the daycare.
- Future transfers can be denied if the student has poor attendance, discipline referrals, or is tardy excessively while attending the Longview Independent School District.
- Transfers will not be approved during the last 6-weeks of a school year.

Transfers from One Classroom to Another

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

Special Education Program Change

Students who need services required by the student's Individualized Instruction Plan (IEP), but not offered at the attendance zone campus, can be reassigned to a campus that provides the needed services by an ARD committee.

Students approved for a Special Education Program Change are provided district transportation.

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

The transfer of children to be with a sibling, who is under the auspices of special education and receiving services at a campus outside of the student's attendance zone, is permitted under the federal court order. Parents should complete the Majority to Minority transfer form at the district's website at w3.lisd.org.

School Safety Reassignment

Students involved in school safety issues may be reassigned to another campus. Parents who have children experiencing bullying or other safety issues should contact the school principal. Upon recommendation of the school principal, the parent should contact Administrative and Pupil Services at 903-381-2342.

TRANSPORTATION

Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school and any students who are homeless. This service is provided at no cost to students. Bus routes and any subsequent changes are posted at the school and on the district's Web site.

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

Requesting Bus Transportation

Parents who want to apply for bus transportation need to apply at the school the child will be attending. Transportation Pick Up and Transportation Drop Off forms are available at the campus level. Parents should allow 24 to 48 hours to pass before newly completed forms can be processed and the pickup/drop-off request be implemented.

A parent may designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated 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 Director of Transportation at 903-381-2339.

Bus Schedules

The Transportation Department will make every effort to ensure that busses run on time and according to their schedule. However, parents should be aware that the buses may arrive or depart from a pickup/drop-off point within a 20-minute bracket. Buses may run 10 minutes early or 10 minutes late. Road conditions, traffic, and other situations outside of the Transportation Department's control affect the bussing schedule.

Transportation to the DAEP

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

Student Behavior on Busses.

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

- Follow the driver's directions at all times.
- Enter and leave the vehicle in an orderly manner at the designated stop.
- Keep feet, books, instrument cases, and other objects out of the aisle.
- Not deface the vehicle or its equipment
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle.
- Not possess or use any form of tobacco or e-cigarettes in any district vehicle.
- Observe all usual classroom rules.
- Be seated while the vehicle is moving.
- Fasten their seat belts, if available.
- Wait for the driver's signal upon leaving the vehicle and before crossing in front of the vehicle.
- Do not eat or drink on the bus.
- Follow any other rules established by the operator of the vehicle.

Note: The driver is authorized to assign seats.

Misconduct on School Buses

Riding a school bus is a privilege, and misconduct will result in riding privileges being revoked in accordance with the step plan outlined below. School bus drivers are expected to enforce student behavior rules fairly and consistently. When warranted, written disciplinary referrals will be made to an appropriate campus principal. Copies of referrals will be mailed to the parent.

The campus principal or designee is responsible for all disciplinary actions which result in a loss of riding privileges.

The first incident on a bus will result in a verbal warning and a conference with the driver.

- On the 1st written referral a principal will conference with student and the parent will be notified.
- On the 2nd written referral the student will be denied bus riding privilege for 3 days.
- On the 3rd written referral the student will be denied bus riding privilege for 5 days.
- On the 4th written referral the student will be denied bus riding privilege for 10 days.
- On the 5th written referral the student will be denied bus riding privilege for the remainder of the semester.

If this referral occurs during the final 2 weeks of any semester the suspension of riding privilege will be extended 30 days into the following semester.

A major offense will result in the student receiving the consequences of a 5th written referral. In addition to bus riding privileges being revoked, additional disciplinary action may be warranted in accordance with the Student Code of Conduct. Major offenses include, but are not limited to:

- Refusal of student to recognize authority of the bus driver
- Student cursing the bus driver
- Serious fighting

- Behavior which endangers lives
- Assaulting the driver

A denial of riding privileges is from all buses. After receiving notification, students who ride other buses during a suspension will receive 5 additional days added to the original suspension of bus privileges order. Parents of students who cause damage to a bus are responsible for payment to repair the damage.

Students will return to step one at the beginning of each semester with the following exceptions:

- Any student whose behavior has endangered the lives of others
- Any student who has assaulted a driver

Hazardous Areas and Conditions

The transportation department identifies areas inside the two-mile transportation limit that are considered hazardous. Identified areas must meet specific criteria as outlined by the State of Texas and adopted in school board policy. Transportation is provided for students living in hazardous areas even though their residence is located within the two mile limit. Additional information regarding the required criteria needed to identify a hazardous area can be found in school board policy CNA(LEGAL) or by contacting the

Transportation Department at 903-381-2338.

School-Sponsored Trips

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

UNIFORMS AND STANDARDIZED DRESS

All middle schools in the Longview Independent School District have chosen to require standardized dress. Listed below are the requirements for each middle school.

JUDSON MIDDLE SCHOOL (STEAM/CHARTER SCHOOL) DRESS GUIDELINES

Policy and Procedures

- Pants / Slacks / Shorts / Dresses / Skirts / Skorts / Jumpers
 - Khaki, Navy, Black–Dockers style fabric
- Tops/Shirts
 - Navy, Light Blue, Royal Blue, White
- Belts
 - Black, Brown, Khaki
 - Belts are to be solid colors without accents.

FOSTER MIDDLE SCHOOL DRESS GUIDELINES

Policy and Procedures

Students must adhere to Foster Middle School's Standard Dress Code. Final decision on the appropriateness of dress rests with the campus administration. Students violating the dress code will be subject to disciplinary action. In addition, a student who has repeated dress code violations is subject to a \$15.00 fine.

- Pants and Slacks
 - Navy or Khaki – Dockers style fabric
 - No skin tight/stretch pants (Ex. Jeggings – Joggers)
 - No more than one size larger than waist and must be worn at waist
- Shorts / Skirts / Jumpers / Skorts
 - Navy or Khaki
 - No more than one size larger than waist and worn at waist

- Not shorter than three inches above the top of the knee and worn at the waist
- Tops (Polo Style) / Shirts-Collared / Turtle-Necks / Sweatshirts
 - All tops must be solid Maroon, Navy, White or Light Blue (includes undershirts, sweatshirts, etc.)
 - Short or long sleeves (no sleeveless shirts)
 - Shirts are to be worn tucked in (except sweat shirts)
- Outer Wear and Coats
 - No Hooded Sweatshirts of any kind may be worn inside the building.
 - Anything with a hood must open all the way up the front.
 - Sweaters and Jackets must button or zip all the way up the front.
- No Bandanas
- Belts
 - Solid colored belts (No decorations, ornaments, logos)
 - Threaded through all belt loops and end tucked in
- Socks, Shoes, and Shoelaces (matching)
 - Socks of any color
 - Tights may be worn (white, navy, khaki, maroon, black, or natural)
 - Solid color leather shoes, sandals (with back strap), boots, or athletic tennis shoes may be worn (No flip flops, slippers, or slides)
- Identification Badge (IDs)
 - Must be worn around neck at all Times using lanyard or clip
 - Must Not be damaged or defaced (no stickers/markings)
 - First ID is Free
 - Replacement cost is \$5.00
- Spirit Days
 - On Tuesday's students may wear FMS spirit shirts with uniform pants

FOREST PARK MIDDLE SCHOOL (IB MAGNET CAMPUS) DRESS GUIDELINES

Policy and Procedures

Our goal is to provide a learning environment free of distractions. The list below is inclusive. If it is not on this list, it is not appropriate for Forest Park Middle School (IB Magnet Campus). The dress code will be enforced, and students not in dress code will be required to contact a parent for a change of clothes. If a parent cannot be reached, the student will receive a set of dress code sweats to wear the remainder of the school day. If a student is habitually out of dress code, they will be placed in In-School-Suspension.

- Shirts
 - Cotton or cotton blend, Polo style
 - Solid Hunter Green, gold, navy blue, or white only. No visible logo
 - Must have collar and be tucked in
- Undershirts
 - Cotton preferred
 - Solid (plain) white only
 - No lace or writing on undershirt
- Belts

- Leather or standard belt materials only
- Solid colors only, not writing or studs
- Must be worn at all times
- Pants
 - Twill or cotton, cuffed or hemmed at the bottom
 - Solid Khaki, Navy blue, or Black (no visible logo)
 - Must fit within 1” of the natural waistline, not touching the ground and not tight to the skin.
 - No Cargo pants, skinny jeans, jean styles, or denim material
- Shorts
 - Twill or cotton, cuffed or hemmed at the bottom
 - Solid Khaki, Navy blue, or Black (No visible logo)
 - Must fit within 1” of the natural waistline, and not tight to the skin and within 3” of the knee on thigh
- Shirts/Skorts
 - Twill or cotton Cuffed or hemmed at the bottom
 - Solid Khaki , Navy blue, or Black (No visible logo)
 - Must fit within 1” of the natural waistline, not tight to the skin, and within 3” of the knee on thigh
- Socks
 - Must wear socks
 - Solid color
 - Same color on both feet
- Shoes
 - No Flip Flops, house shoes, or slides
 - Any Color
 - Closed toe with back or back strap
- Jackets
 - Must open in the front (No pullovers)
 - Zippered jackets of any color
 - No hoodies including FPMS hoodies
 - Must have zipper or snap front, must be open in the building.
 - No hoodies
- School ID
 - Purchased in Library
 - Must be worn on lanyard at all times
- LOBO spirit shirts
 - Students may wear them with uniform pants on Friday’s

VANDALISM

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

as disciplinary consequences in accordance with the Student Code of Conduct.

VIDEO CAMERAS

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

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

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board may make a written request for the district to place video and audio recording equipment in certain self-contained special education classrooms. The district will provide notice to before placing a video camera in a classroom or other setting in which your child receives special education services. For more information or to request the installation and operation of this equipment, speak with the principal.

[See EHBAF(LOCAL).]

VISITORS TO THE SCHOOL

Parents and others are welcome to visit district schools, however, all visitors must first report to the front desk. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the main office and must comply with all applicable district policies and procedures. When arriving on campus, all parents and other visitors should be prepared to show identification.

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

All visitors are expected to demonstrate the highest standards of courtesy and conduct; disruptive behavior will not be permitted. The campus principal has the authority to ban any visitor from the campus that disrupts the operation of the school. A visitor who returns to the school or attends any school activity after being banned by the principal is subject to arrest.

Appointments with teachers should be scheduled during the teacher's conference period or outside the normal school day.

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer has the authority to refuse entry or eject a person from district property if the person refuses to leave peaceably on request and:

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

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

[See also Student Code of Conduct.]

Visitors Participating in Special Programs for Students

Business, Civic, and Youth Groups

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

RAPTOR VISITOR TRACKING SYSTEM

You trust us with your children daily, and we feel it is our responsibility to make every effort to create a safe learning environment. As such, Longview ISD has implemented a visitor tracking system designed to help protect our students by tracking all campus visitors, including parents, volunteers, vendors, and contractors.

The Raptor V-Soft System is a visitor registration system that is used to protect students, faculty, and visitors at school campuses. It enhances school security by reading visitor identification information, comparing the information to a sex offender database, and alerting campus administrators when a match is found.

Upon entering a Longview ISD campus, visitors will be guided to the front desk and asked to present one of the following forms of identification in order to gain entry to the campus.

- Valid Driver's License
- Valid form of identification containing a photograph issued by a federal or state governmental entity of the United States
- Valid Passport
- Valid Volunteer ID Badge issued by Longview ISD

If a visitor does not have one of the forms of identification listed, the Texas Department of Public Safety, upon receiving appropriate paperwork will issue an identification card. They are located at 416 Lake Lamond Road, Longview, Texas and can be reached by telephone at (903) 758-1788 for additional details on what is required for an identification card to be issued.

Note: Visitors will not gain access to the campus unless they present one of the required forms of identification and are issued a visitor's badge.

Once a visitor has presented the appropriate identification, it will be scanned. If the individual is cleared then a visitor's badge, which includes a photo, will be issued. The badge must be worn while on campus and returned to the front office upon leaving.

VOLUNTEERS

We appreciate so much the efforts of parent and grandparent volunteers that are willing to serve our district and students. If you are interested in volunteering, please contact the Coordinator of Longview ISD Community and Media Relations at 1301 East Young Street. (903-381-2236) for more information and to complete an application.

VOTER REGISTRATION

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

WITHDRAWING FROM SCHOOL

When a student under age 18 withdraws from school, the parent or guardian must submit a written request to the principal, specifying the reasons for withdrawal and the final day the student will be in attendance. Withdrawal forms are available from the principal's office.

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

Please provide the school at least three days' notice of withdrawal so that records and documents may be prepared.

GLOSSARY

Accelerated instruction is an intensive supplemental program designed to 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 the American College Test, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

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

ARD stands for admission, review, and dismissal. The ARD committee convenes for each student who is identified as needing a full and individual evaluation for special education services. The eligible student and his or her parents are members of the committee.

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

CPS stands for Child Protective Services.

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

DFPS is the Texas Department of Family Protective Services.

DPS stands for the Texas Department of Public Safety.

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

ESSA is the federal Every Student Succeeds Act.

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

IEP stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services. The IEP contains several parts, such as a statement of the student's present educational performance; a statement of measurable annual goals, with short-term objectives; the special education and related services and supplemental aids and services to be provided, and program modifications or support by school personnel; a statement regarding how the student's progress will be measured and how the parents will be kept informed; accommodations for state or districtwide tests; whether successful completion of state-mandated assessments is required for graduation, etc.

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

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

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

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

SAT refers to the Scholastic Aptitude Test, one of the two most frequently used college or university admissions examinations. The test may be required for admissions to certain colleges or universities.

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

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

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

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 a classroom, campus, or district vehicle. It also sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP. It outlines conditions for out-of-school suspension and for expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student's violation of one of its provisions.

TAC stands for the Texas Administrative Code.

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

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

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

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

APPENDIX

STUDENT WELFARE: FREEDOM FROM BULLYING

POLICY FFI(LOCAL): Adopted 11/17/2017

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Retaliation

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

Examples

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

False Claim

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

Timely Reporting

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

Reporting Procedures

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

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

Report Format

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

Notice of Report

When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

Prohibited Conduct

The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed

under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

Investigation of Report

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

Concluding the Investigation

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

Notice to Parents

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

District Action

If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.

Discipline

A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

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

Corrective Action

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

Transfers

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

Counseling

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

Improper Conduct

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

Confidentiality

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

Appeal

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

Records Retention

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

Access to Policy and Procedures

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

IMPORTANT DATES CONCERNING GRADING AND ELIGIBILITY

1st Grading Period
Monday, August 19
Friday, September 6
Tuesday, September 10
Friday, September 27
Wednesday, October 2
Thursday, October 3
Friday, October 4

Three-week and Six-week grading periods start
Three-week grading period ends
Progress Reports go out to students
Six-week grading period ends
Report Cards go out to elementary students
Report Cards go out to secondary students
Students lose/regain eligibility

2nd Grading Period
Monday, September 30
Friday, October 18
Tuesday, October 22
Friday, October 25
Friday, November 8
Wednesday, November 13
Thursday, November 14
Friday, November 15

Three-week and Six-week grading periods start
Three-week grading period ends
Progress Reports go out to students
Students regain eligibility
Six-week grading period ends
Report Cards go out to elementary students
Report Cards go out to secondary students
Students lose/regain eligibility

3rd Grading Period
Monday, November 11
Friday, December 6
Tuesday, December 10
Friday, December 13
Friday, December 20
Wednesday, January 8
Thursday, January 9
Tuesday, January 14

Three-week and Six-week grading periods start
Three-week grading period ends
Progress Reports go out to students
Students regain eligibility
Six-week grading period ends
Report Cards go out to elementary students
Report Cards go out to secondary students
Students lose/regain eligibility

4th Grading Period
Tuesday, January 7
Monday, January 27
Wednesday, January 29
Monday, February 3
Friday, February 21
Wednesday, February 26
Thursday, February 27
Friday, February 28

Three-week and Six-week grading periods start
Three-week grading period ends
Progress Reports go out to students
Students regain eligibility
Six-week grading period ends
Report Cards go out to elementary students
Report Cards go out to secondary students
Students lose/regain eligibility

5th Grading Period
Monday, February 24
Friday, March 20
Tuesday, March 24
Friday, March 27
Thursday, April 9
Wednesday, April 15
Wednesday, April 15*
Thursday, April 16

Three-week and Six-week grading periods start
Three-week grading period ends
Progress Reports go out to students
Students regain eligibility
Six-week grading period ends
Report Cards go out to elementary students
Report Cards go out to secondary students
Students lose/regain eligibility

6th Grading Period
Monday, April 13
Friday, May 1
Tuesday, May 5
Friday, May 8
Wednesday, May 27
Mailed within two weeks

Three-week and Six-week grading periods start
Three-week grading period ends
Progress Reports go out to students
Students regain eligibility
Six-week grading period ends
Report Cards go out to elementary students and secondary students

To be eligible to participate in UIL events the first six weeks, students must meet the criteria for credits earned. See your coach or sponsor for details.

*Secondary Students must have at least a day's notice before three-week eligibility is effective.

LADY DRAGON RULES AND REGULATIONS

NOTE: These rules and regulations are to govern all Foster Middle School Lady Dragon athletic classes and sports activities; at home or away. Any changes or additions will be submitted to LISD athletic department for approval.

- All athletes will have to have proper paperwork on file in order to participate.
- Athletes physical grooming may not include visible tattoos or markings that will distract. (EX: writing on the body, excessive band aids, stickers or tape)
- Athletes will remove all jewelry before participation in practices or games. If religious jewelry is worn, it will have to be taped to the body underneath the outer garment in order to participate.
- Athlete's hair color must be of a natural color. No athlete will be allowed to participate with color or styles that are distracting from our efforts to be seen as a team and not as individuals.
- Athletes will wear team travel attire to and from all competitions unless otherwise instructed. No garments or shoes may be worn that are mismatch, worn inappropriately or have excessive markings or holes.
- Athletes must ride to all competitions with the team unless otherwise instructed by a Lady Dragon coach. Athletes who ride home with parents must be signed out with a coach to be dismissed. If you are to ride with a non-parent, a face to face request with the parent or a written note or text is required.
- Coaches will not discuss playing time with parents. They will visit with players and parents on ways to improve their individual ability in order to increase their participation.
- Conference requests will be handled through the office and will not take place before, during or after a game/competition.
- Students who violate team rules will be disciplined on a case by case basis.

LADY DRAGON TEAM EXPECTATIONS AND GUIDELINES

- The number one thing we must do is work hard daily – in the classroom and the gym.
- Team First! - Please be sure to communicate with coaches at all times concerning any reason you cannot attend a practice or a game. Also, consider what's best for the team instead of what is best for you.
- When you are not playing you are expected to sit and cheer for your other teammates during games at home and away. When your game is over you may leave with a parent or other authorized adult provided that you sign out with a coach. Parents will need to contact a coach by email, written note, or in person if you will be riding with someone other than them.
- If you are failing a class, you will be expected to go to your teacher for extra help during morning or 7th period tutorials. Please do not ask to go during athletic practice.
- R-E-S-P-E-C-T – It really needs no explanation, but you must respect your coaches, teammates, opponents, faculty and staff, and other people's property. Misbehavior will result in conditioning and or dismissal.
- Electronic music devices may be used while traveling, but not when we exit the bus, are in the gym during a game, or during practice. Cell phones should be kept secured until after all games are over. No DVD's, movies, videos on IPODS/Tablets, MP3/4'S or cell phones.
- If you are suspended or sent to ISS you will be conditioned. If you are sent to DADE, you will be removed from the team pending a review of the situation. Your removal may become permanent. Consistent misbehavior will result in your removal from the team.

YOU ARE THE BEST
WHICH MAKES US THE BEST
SO REMEMBER –
THE BEST NEVER REST!

Success & Nothing Less!

LONGVIEW INDEPENDENT SCHOOL DISTRICT LOBO DISCIPLINE PLAN

Plan Summary

The plan provides a variety of methods and options for managing student behavior in the classroom and on school grounds, disciplining students, and intervening in student discipline concerns. The gradual methodology of the plan includes techniques to be used by classroom teachers and by campus administration. Techniques address classroom behavior as well as minor and major campus wide behaviors. This plan provides students and parents with general expectations for student behavior, a detailed set of gradual disciplinary actions in the form of a matrix, and a system for the administration of positive behavior supports in lieu of disciplinary action.

Guiding Principles & Goals

This plan will act to facilitate improved communication, increase parental involvement, and provide for a clearly defined discipline process that includes parental and student engagement through access to positive discipline approaches and well-defined guidelines. The overall purpose of the plan is to address behaviors in a gradual manner, provide opportunities for students to change their behavior, avoid removing students from the classroom for disciplinary issues, and provide a fair and consistent mode of assigning discipline in order to ensure that LISD does not discriminate on the basis of race, religion, color, national origin, sex, disability or genetic information, in accordance with Title VI of the Civil Rights Act.

Development Process

The Lobo Discipline Plan was developed over a lengthy period of time with the advice of a district level committee of campus administrators as well as input from faculty and staff. Meetings were held with elementary, middle, and high school administrators to formulate plans that are tailored to the needs of the three campus levels within Longview ISD.

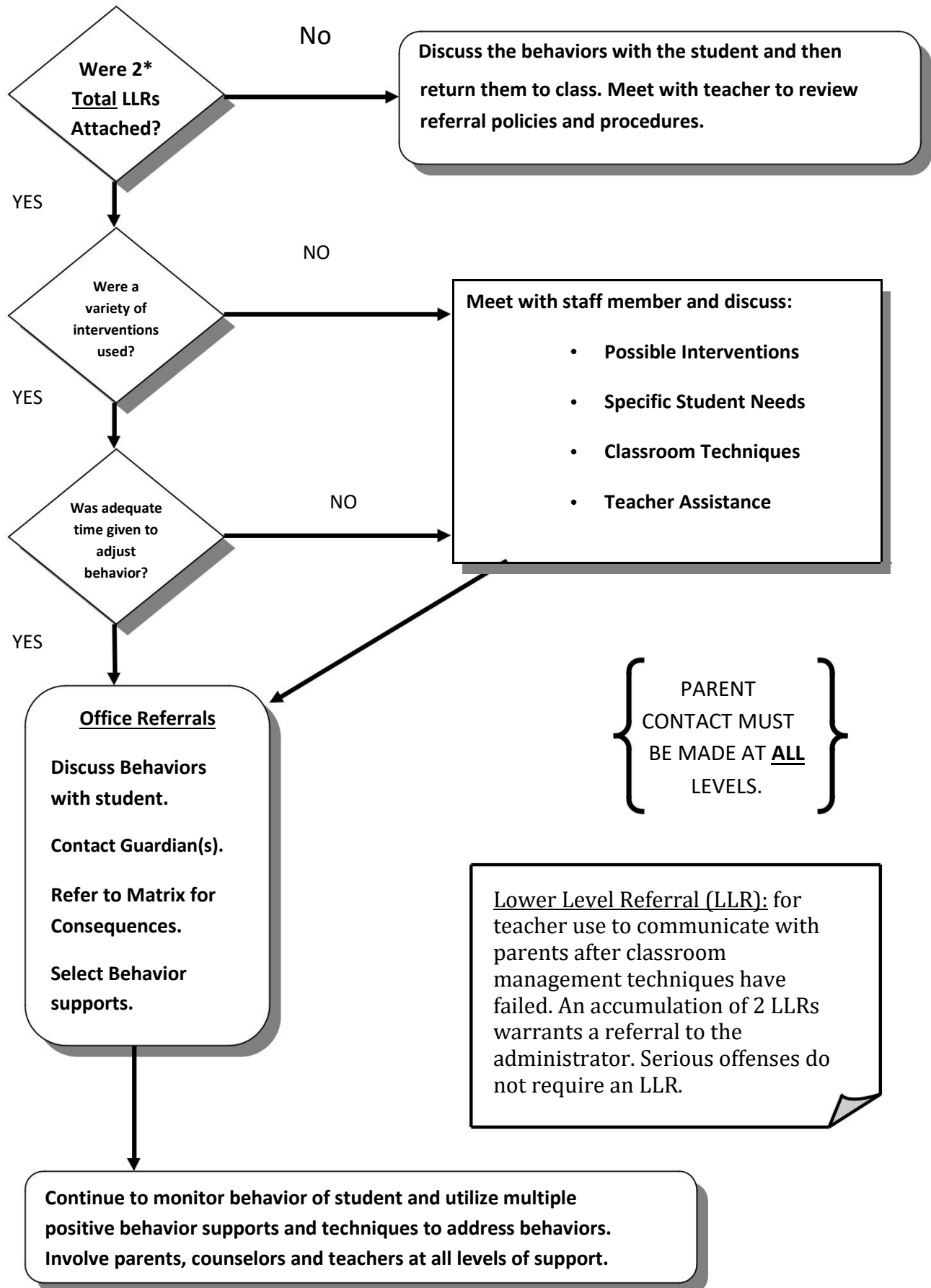
Implementation and Availability

The plan remains in effect for this school year and throughout summer school. It is applicable for all activities on campus and all school -related and school-sponsored activities off campus. The plan will be updated annually. It will be made available on each campus and on the district's website at w3.lisd.org. The plan will be monitored at a district and a campus level every six weeks. Staff and administrators will attend yearly training and will meet monthly to review data, adjust and conduct additional training as needed.

Components

- General Student Expectations
- Interventions for Minor Classroom Offenses
- Office Referrals for Minor Offenses (flowchart)
- Office Referrals for Major Infractions (flowchart)
- Lower Level Referral Forms (classroom discipline)
- Office Referrals Forms
- Discipline Matrix
- Positive Behavior Supports

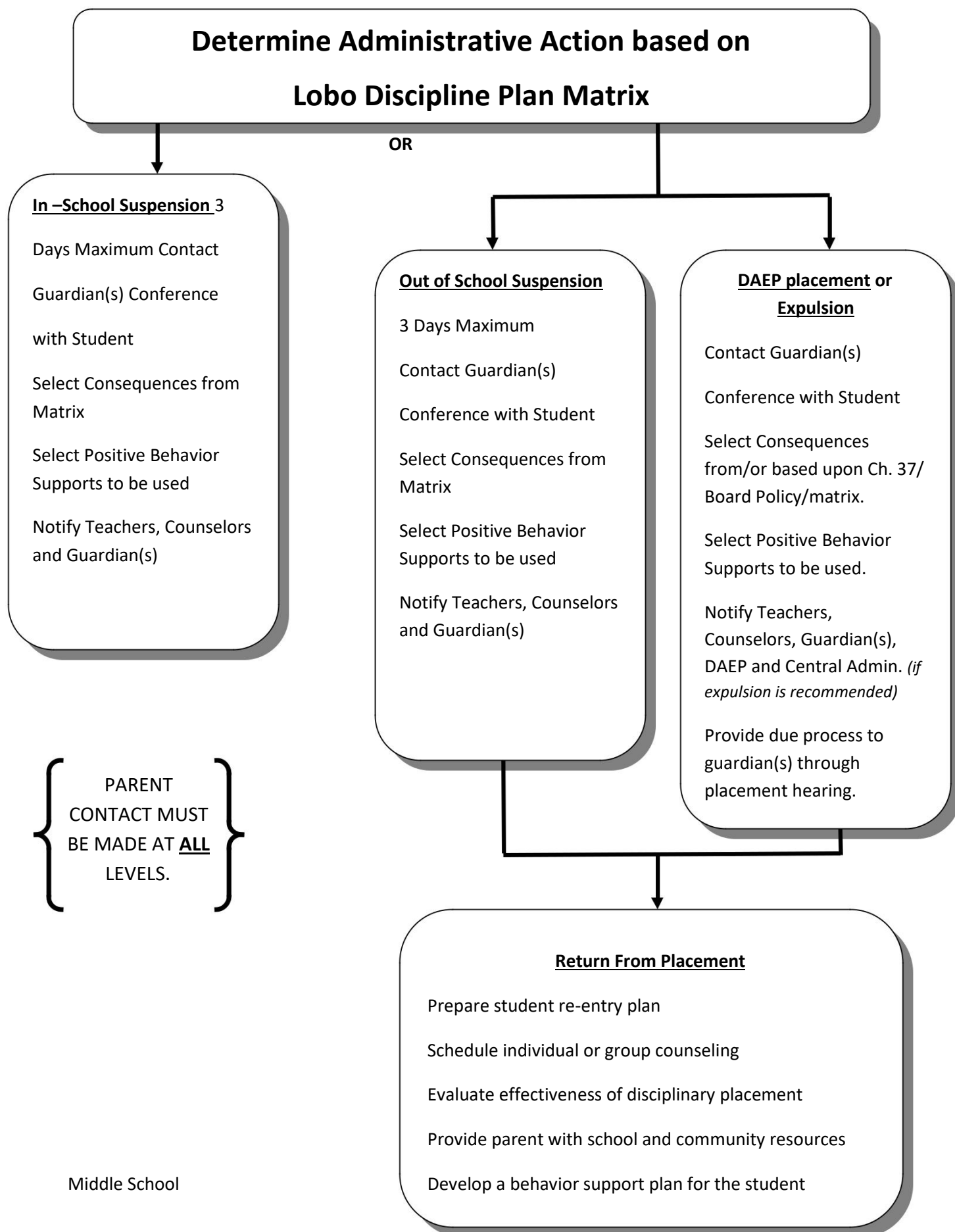
Office Referrals for Minor Offenses



*from any category

Middle School

Office Referrals for Major Infractions



Longview ISD Middle School Low Level Referral Form
BE SAFE! BE RESPONSIBLE! BE RESPECTFUL!

Student: _____ Staff Member: _____

Time of incident: ____:____ Date of incident: _____ Grade: _____

MANDATORY PARENT CONTACT-- Date: _____ Time: ____:____

Location	Problem Behavior	Staff Intervention Administered
<input type="checkbox"/> Gate	<input type="checkbox"/> Disruption: _____	<input type="checkbox"/> Taught/Re-taught expectations
<input type="checkbox"/> On bus/bus area	<input type="checkbox"/> Defiance: _____	<input type="checkbox"/> Taught/Role-played appropriate behavior
<input type="checkbox"/> Cafeteria	<input type="checkbox"/> Disrespect: _____	<input type="checkbox"/> Pre-corrected: modeling appropriate behavior
<input type="checkbox"/> Classroom	<input type="checkbox"/> Non-compliance	<input type="checkbox"/> Cued/Prompted student: _____
<input type="checkbox"/> Library	<input type="checkbox"/> Property Misuse	<input type="checkbox"/> Clarified how behavior did not meet expectation
<input type="checkbox"/> Office	<input type="checkbox"/> Dress code	<input type="checkbox"/> Provided warning(s) prior to low level referral
<input type="checkbox"/> Hallway	<input type="checkbox"/> Physical Contact	<input type="checkbox"/> Checked student understanding of expectation
<input type="checkbox"/> Restrooms	<input type="checkbox"/> Inappropriate language	<input type="checkbox"/> Provided a structured choice
<input type="checkbox"/> Lunch area	<input type="checkbox"/> Tardy	<input type="checkbox"/> Collaborated with colleagues
<input type="checkbox"/> PE area	<input type="checkbox"/> Lying	<input type="checkbox"/> Evaluated student's skill repertoire: academic/behavior
<input type="checkbox"/> Playground	<input type="checkbox"/> Cheating	<input type="checkbox"/> Reviewed student data for patterns/trends
<input type="checkbox"/> _____	<input type="checkbox"/> Out of bounds: _____	<input type="checkbox"/> Discussed positive behavior approaches for appropriate behaviors
	<input type="checkbox"/> Trash/littering	<input type="checkbox"/> Evaluate factors contributing to the behaviors
	<input type="checkbox"/> Stealing	<input type="checkbox"/> Classroom level consequence (i.e. _____)
	<input type="checkbox"/> _____	<input type="checkbox"/> Comments: _____

		Parent Signature: _____
		Staff Signature: _____

WHITE: student's file

YELLOW: guardian

PINK: teacher

Longview ISD Middle School Low Level Referral Form
BE SAFE! BE RESPONSIBLE! BE RESPECTFUL!

Student: _____ Staff Member: _____

Time of incident: ____:____ Date of incident: _____ Grade: _____

MANDATORY PARENT CONTACT-- Date: _____ Time: ____:____

Location	Problem Behavior	Staff Intervention Administered
<input type="checkbox"/> Gate	<input type="checkbox"/> Disruption: _____	<input type="checkbox"/> Taught/Re-taught expectations
<input type="checkbox"/> On bus/bus area	<input type="checkbox"/> Defiance: _____	<input type="checkbox"/> Taught/Role-played appropriate behavior
<input type="checkbox"/> Cafeteria	<input type="checkbox"/> Disrespect: _____	<input type="checkbox"/> Pre-corrected: modeling appropriate behavior
<input type="checkbox"/> Classroom	<input type="checkbox"/> Non-compliance	<input type="checkbox"/> Cued/Prompted student: _____
<input type="checkbox"/> Library	<input type="checkbox"/> Property Misuse	<input type="checkbox"/> Clarified how behavior did not meet expectation
<input type="checkbox"/> Office	<input type="checkbox"/> Dress code	<input type="checkbox"/> Provided warning(s) prior to low level referral
<input type="checkbox"/> Hallway	<input type="checkbox"/> Physical Contact	<input type="checkbox"/> Checked student understanding of expectation
<input type="checkbox"/> Restrooms	<input type="checkbox"/> Inappropriate language	<input type="checkbox"/> Provided a structured choice
<input type="checkbox"/> Lunch area	<input type="checkbox"/> Tardy	<input type="checkbox"/> Collaborated with colleagues
<input type="checkbox"/> PE area	<input type="checkbox"/> Lying	<input type="checkbox"/> Evaluated student's skill repertoire: academic/behavior
<input type="checkbox"/> Playground	<input type="checkbox"/> Cheating	<input type="checkbox"/> Reviewed student data for patterns/trends
<input type="checkbox"/> _____	<input type="checkbox"/> Out of bounds: _____	<input type="checkbox"/> Discussed positive behavior approaches for appropriate behaviors
	<input type="checkbox"/> Trash/littering	<input type="checkbox"/> Evaluate factors contributing to the behaviors
	<input type="checkbox"/> Stealing	<input type="checkbox"/> Classroom level consequence (i.e. _____)
	<input type="checkbox"/> _____	<input type="checkbox"/> Comments: _____
	<input type="checkbox"/> _____	_____
		Parent Signature: _____
		Staff Signature: _____

WHITE: student's file

YELLOW: guardian

PINK: teacher

Longview ISD Middle School Office Referral Form
BE SAFE! BE RESPONSIBLE! BE RESPECTFUL!

Student: _____ Referring Staff Member: _____

Time of incident: ____:____ Date of incident: _____ Grade: _____

Offense Level: ☐ Minor ☐ Major (OSS, ISS, DAEP)

Location	Problem Behavior	Environmental Factors
<input type="checkbox"/> Gate	<input type="checkbox"/> Fighting	<input type="checkbox"/> Adult request/directive
<input type="checkbox"/> On bus/bus area	<input type="checkbox"/> Destruction of Property	<input type="checkbox"/> Oral instruction
<input type="checkbox"/> Cafeteria	<input type="checkbox"/> Habitual Profanity	<input type="checkbox"/> Individual seat work
<input type="checkbox"/> Classroom	<input type="checkbox"/> Theft/Possess Stolen Property	<input type="checkbox"/> Group work
<input type="checkbox"/> Library	<input type="checkbox"/> Harassment: _____	<input type="checkbox"/> Managing Materials
<input type="checkbox"/> Office	<input type="checkbox"/> Committed Obscene Act	<input type="checkbox"/> External Interruptions
<input type="checkbox"/> Hallway	<input type="checkbox"/> Weapon: _____	<i>(guest, PA, phone call, etc.)</i>
<input type="checkbox"/> Restrooms	<input type="checkbox"/> Other: _____	<input type="checkbox"/> Classroom transitions
<input type="checkbox"/> Lunch area		<input type="checkbox"/> Teasing from peers
<input type="checkbox"/> PE area	Chronic Minor Offenses	<input type="checkbox"/> Changes to routine
<input type="checkbox"/> Playground	<i>(Attach documentation)</i>	<input type="checkbox"/> Sub Teacher
<input type="checkbox"/> _____	<input type="checkbox"/> Disruption	<input type="checkbox"/> Assembly
	<input type="checkbox"/> Non-compliance	<input type="checkbox"/> Recess
	<input type="checkbox"/> Inappropriate Language	<input type="checkbox"/> _____
	<input type="checkbox"/> Property Misuse	
	<input type="checkbox"/> Tardy	
	<input type="checkbox"/> Dress Code/ID Card	
	<input type="checkbox"/> Other: _____	

Additional Comments:

Others involved in incident:

☐ None ☐ Peers ☐ Staff ☐ Sub Teacher

MANDATORY Contact with Parent/Guardian:

☐ Phone: ____/____/____ ☐ Conference: ____/____/____ ☐ Note Home: ____/____/____

Received in Office by: _____ **Received in Office at:** ____:____

Administrative Action Taken (check only those that apply):

<input type="checkbox"/> Evaluated skill level: Academic/Behavior	<input type="checkbox"/> Checked understanding of expectations
<input type="checkbox"/> Discussed Functional/Environmental Factors	<input type="checkbox"/> Counselor intervention
<input type="checkbox"/> Developed behavior contract	<input type="checkbox"/> Met with/talked to guardian
<input type="checkbox"/> Reviewed student data for patterns/trends	<input type="checkbox"/> Assigned adult mentor
<input type="checkbox"/> Developed BSP	<input type="checkbox"/> Forwarded copy of referral to guardian
<input type="checkbox"/> Detention: _____	<input type="checkbox"/> Provided additional supports:
<input type="checkbox"/> Referred to RTI	<input type="checkbox"/> ISS: _____ <input type="checkbox"/> Restricted Activity: _____
<input type="checkbox"/> Suspension: _____	<input type="checkbox"/> Dade Placement*

Days of Susp: _____ Dates of Susp: _____

Days of assigned to Dade: _____ Dates of Placement: _____

Positive Behavior Support: _____

Parent's Signature: _____ **Date:** _____

Administrator's Signature: _____ **Date:** _____

WHITE: Student File

YELLOW: Guardian

PINK: Teacher

**Students placed at Dade are not allowed to be on any LISD campus or attend any LISD activities.*

Menu of Interventions for Minor Offenses (Classroom Managed Misbehaviors)

- ❑ **Clearly define/post** the behavioral expectations.
- ❑ **Implement procedures** for all class routines ---- entering the room, handing in assignments, sharpening the pencil, welcoming a guest, etc.
- ❑ **TEACH and ROLE-PLAY** the behavioral expectations, classroom procedures, use of materials, etc. Demonstrate what the expected behavior “looks like” (positive example) as well as what it “does not look like” (non-example).
- ❑ **Pre-correct** – Prior to directing students to perform a task, provide a description of what the expected behavior will look like. “In two minutes, we will break for lunch. I expect everyone to put their materials away, push in all chairs and quietly line up for lunch.”
- ❑ **Cue/Prompt/Remind** – Provide a pre-arranged/previously taught cue to remind specific students to engage in the appropriate behavior.
- ❑ **Acknowledge students** who are appropriately demonstrating the expected behavior.
- ❑ **Specifically explain HOW** the behavior did not meet the stated/taught expectation. “It is disrespectful to other students when you _____.”
- ❑ **Provide a warning** --- “Respect is one of our school rules. All students are expected to talk respectfully to all adults and students here at ABC School. This is an official warning.”
- ❑ **Check for student understanding of the behavioral expectations** – “Please summarize for me what we have discussed so I am sure there is no confusion.” (written or verbal)
- ❑ **Evaluate the student’s skill repertoire** – Determine if the student can demonstrate the behavioral expectation. Make sure to evaluate both behavior and academic domains.
- ❑ **Determine the FUNCTION** of the misbehavior. All misbehaviors serve a purpose (function). Determine what the student is *gaining* or *avoiding* by engaging in the misbehavior.
- ❑ **Provide a structured choice** -- clearly offer a choice between two alternatives and state the consequence for each. “You can work quietly on your assignment now and leave with the class or work with me during lunch.”
- ❑ **Evaluate ENVIRONMENTAL factors** within the classroom which may be contributing to the misbehavior: Space, Time, Materials, Interactions (peers, adults).
- ❑ **Collaborate with colleagues** to identify behavior patterns and trends (class to class, year to year, etc.).
- ❑ **Use a variety of consequences** – Positive Reinforcement, Negative Reinforcement, Penalties and Punishments. Remember, punishment is the least effective consequence for students with anti-social behaviors.
- ❑ **Evaluate the effectiveness of consequences.** Ineffective consequences must be analyzed and modified. Seek assistance for “out of the box” ideas.
- ❑ **Document interventions with a Low-Level Referral (LLR)**
- ❑ **Involve a problem-solving team** (grade, team, family, SST, 504, IEP)

Positive Behavior Supports

- Behavior Contracts
- Student /Administrator Behavior Agreement
- Positive Office Referrals
- Principal Passes
- Mascot Passes for Good Behavior
- Tickets and Store Cash for Good Behavior
- Life Skill of the Week
- Good Citizen Awards
- Free Dress Passes
- FAB Fridays for Behavior Goals
- On-Campus Store/Market Bucks
- Individual Counseling Support
- Group Counseling Support
- Mentor Programs
- Watch Dog Assistant
- Bucket Fillers
- Good Behavior Assemblies
- Positive Discipline home calls
- Family Discipline Support classes
- Color Systems
- Treasure Chest
- Principal for a Day
- Teen Court Programs
- Any other support programs initiated by the individual campus

Positive Behavior Supports (Middle School Specific)

- Eagles Nest/Dragons Den/ Devils Den-
- Eagle Buck
- Caught You Doing Good Coins
- SRO passes and free stuff
- Future Men Society
- Watch Dogs
- Counseling Programs
- Mentors- Forever Friends
- Principal Passes

Longview Middle Schools

General Student Expectations

School Area	Be Safe	Be Respectful	Be Responsible
Arrival	<ul style="list-style-type: none"> Wait in the designated area. Do not enter the classrooms until released. 	<ul style="list-style-type: none"> Enter the classroom quietly. Follow adult directions. 	<ul style="list-style-type: none"> Be punctual. Be prepared for class with your books, supplies, and assignments.
Hallways	<ul style="list-style-type: none"> Walk the shortest distance through the hallways. Walk quietly and in an orderly manner. Keep hands, feet, and other objects to yourself. 	<ul style="list-style-type: none"> Stay quiet so that others can learn. Wait for directions before leaving an area. Follow rules without adult reminders. 	<ul style="list-style-type: none"> Walk with quick steps on the right side of the hall but do not run.
Classrooms	<ul style="list-style-type: none"> Keep hands, feet, and other objects to yourself. Walk at all times. Sit with feet on the floor. Follow teacher directions. 	<ul style="list-style-type: none"> Always show respect for your own possessions, the possessions of others and school property. Share materials, classroom resources, and equipment. Show tolerance and acceptance for yourself and others. Accept the consequences of your behavior and actions. 	<ul style="list-style-type: none"> Be punctual. Complete assignments on time. Be self-motivated. Be a self-directed problem solver Accept responsibility and consequences for your own decisions and actions.
Restrooms	<ul style="list-style-type: none"> Keep feet on the floor. Walk at all times. Keep water in the sink. Wash hands before leaving. 	<ul style="list-style-type: none"> Give others privacy. Stay quiet. Take turns at the sink. 	<ul style="list-style-type: none"> Flush toilet/urinal. Throw away your trash. Return to class promptly. Help keep restroom clean.
Cafeteria	<ul style="list-style-type: none"> Walk at all times. Sit with feet on floor. Use a quiet voice. Follow adult directions. 	<ul style="list-style-type: none"> Use good table manners. Do not put your hands on others' food/trays. Use restaurant voices. 	<ul style="list-style-type: none"> Have your lunch money counted and ID # ready to enter. Get all utensils, milk, etc., when you first go through the line. Clean up after yourself. Do not take food out of the cafeteria.
Playground	<ul style="list-style-type: none"> Stay within boundaries. Keep hands, feet and other objects to yourself. 	<ul style="list-style-type: none"> Line up at the correct time. Follow adult directions. 	<ul style="list-style-type: none"> Place all litter/trash in garbage cans. Place all equipment in the playground ball cart.
Dismissal	<ul style="list-style-type: none"> Walk quietly to bus or pick-up. Carry all backpacks 	<ul style="list-style-type: none"> Wait for the teacher to dismiss you. Leave in an orderly fashion. Follow adult directions. 	<ul style="list-style-type: none"> Get all materials before leaving the classroom. Be alert for your bus or ride.

Middle School Discipline Matrix

The following gradual disciplinary dispositions will only take place after the teacher has taken the student down the hierarchy's three steps of the campus/classroom behavior management plan or the student has had a major infraction. The offense may be the same or an accumulation of different offenses.

Level	Infraction	Examples*	1st**	2nd	3rd	4th	5th
1 Minor	Disruptive Classroom behavior (interfering with the learning / teaching process)	Talking, not following rules, walking around class, sleeping, loud & obnoxious behavior	2 days of Detention Contact Parent Parent Conf. Counseling *Principal's Interventions & PBS	3 days of Detention Contact Parent Parent Conf. Counseling *Principal's Interventions & PBS	1 day in ISS Contact Parent Parent Conf. Counseling *Principal's Interventions & PBS	Refer to Major Offenses Persistent Misbehavior Contact Parent	
2 Minor	Leaving class without permission / skipping	Walking out of class, failure to be in class during class time	2 days of Detention Contact Parent Parent Conf. Counseling *Principal's Interventions & PBS	3 days of Detention 1 day of ISS Contact Parent Parent Conf. Counseling *Principal's Interventions & PBS	1 day in ISS Contact Parent Parent Conf. Counseling *Principal's Interventions & PBS	Refer to Major Offenses Persistent Misbehavior Contact Parent	
3 Minor	Willful disobedience / refusal to comply with reasonable request	Failure to follow staff directive(s), being disrespectful	2 days of Detention Contact Parent Counseling *Principal's Interventions & PBS	3 days of Detention Contact Parent Parent Conf. Counseling *Principal's Interventions & PBS	1 day in ISS Contact Parent Parent Conf. Counseling *Principal's Interventions & PBS	Refer to Major Offenses Persistent Misbehavior Contact Parent	
4 Minor	Unauthorized Use of Cell Phone/ Testing Area	Texting, talking on or playing with phone	Lower level discipline referral Use in a testing area may result in an AEP assignment and/or invalidation of test scores.	The student will be fined \$15 or assigned ISS. Use in a testing area may result in an AEP assignment and/or invalidation of test scores.	The student will be fined \$15 or assigned ISS. Use in a testing area may result in an AEP assignment and/or invalidation of test scores.	The student will be fined \$15 or assigned ISS. Use in a testing area may result in an AEP assignment and/or invalidation of test scores.	The student will be fined \$15 or assigned ISS. Use in a testing area may result in an AEP assignment and/or invalidation of test scores.
5 Minor	Student cell phone out and seen or heard	Texting, talking, playing with or looking at cell phone	Phone confiscated Contact Parent Parents pick up no cost	Phone confiscated Contact Parent Parents pick up \$15.00 fine	Phone confiscated Contact Parent Parents pick up \$15.00 fine	Refer to Major Offenses Persistent Misbehavior Contact Parent	
6 Minor	Minor vandalism (student can repair)	Less than \$25 value in damage: writing on desk or walls, breaking items, destroying property	2 days of Detention and Clean up Contact Parent Counseling *Principal's Interventions & PBS	3 days of Detention and Clean up Contact Parent Counseling *Principal's Interventions & PBS	3 day(s) In-School Susp. and Clean up Contact Parent Counseling *Principal's Interventions & PBS	Refer to Major Offenses Persistent Misbehavior Level 4 Contact Parent	
7 Minor	Public Display of Affection	Kissing, hugging	1 day of Detention Contact Parent *Principal's Interventions & PBS	2 days of Detention Contact Parent *Principal's Interventions & PBS	3 days of Detention Contact Parent *Principal's Interventions & PBS	Refer to Major Offenses Persistent Misbehavior Contact Parent	
8 Minor	Minor Theft less than \$25.00	Any theft wherein the replacement value of the stolen item is less than \$25. (Office supplies, decorative items, books, food)	2 days of Detention Contact Parent Return item(s) or pay restitution. *Principal's Interventions & PBS	3 days of Detention Contact Parent Return item(s) or pay restitution. *Principal's Interventions & PBS	1 day of ISS Contact Parent Return item(s) or pay restitution. *Principal's Interventions & PBS	Refer to Major Offenses Persistent Misbehavior Return item(s) or pay restitution. Contact Parent	

*These are not inclusive of all possible infractions.

Middle School Discipline Matrix

Level	Infraction	Examples*	1st**	2nd	3rd	4th	5th
9 Minor	Obscene/vulgar gesture	Hand signs, body motions, inappropriate pictures/signs/photos	2 days of Detention Contact Parent *Principal's Interventions & PBS	3 days of Detention Contact Parent *Principal's Interventions & PBS	1 day of ISS Contact Parent *Principal's Interventions & PBS	Refer to Major Offenses Persistent Misbehavior Contact Parent	
10 Minor	Disruptive hallway behavior (i.e., running, yelling, horse play)	Loud talk, running, yelling, pushing, shoving, playing	1 day of Detention Contact Parent *Principal's Interventions & PBS	2 days of Detention Contact Parent *Principal's Interventions & PBS	3 days of Detention Contact Parent *Principal's Interventions & PBS	Refer to Major Offenses Persistent Misbehavior Contact Parent	
11 Minor	Disruptive behavior outside bus area or parent pick-up area (i.e., running, yelling, horse play)	Loud talk, running, yelling, pushing, shoving, playing	1 day of Detention Contact Parent *Principal's Interventions & PBS	2 days of Detention Contact Parent *Principal's Interventions & PBS	3 days of Detention Contact Parent *Principal's Interventions & PBS	Refer to Major Offenses Persistent Misbehavior Contact Parent	
12 Minor	Disruptive cafeteria behavior (i.e., horse play, throwing food, eating/taking others' food)	Loud talk, running, yelling, pushing, shoving, playing, throwing food, taking/eating/touching others' food	1 day of Detention Contact Parent *Principal's Interventions & PBS	2 days of Detention Contact Parent *Principal's Interventions & PBS	3 days of Detention Contact Parent *Principal's Interventions & PBS	Refer to Major Offenses Persistent Misbehavior Contact Parent	
13 Minor	Harassment	Calling names, making fun of others, laughing at others, continual negative comments	3 days of Detention Contact Parent *Principal's Interventions & PBS	1 day of ISS Contact Parent *Principal's Interventions & PBS	2 days of ISS Contact Parent *Principal's Interventions & PBS		
14 Minor	Tardies	Late to class, not in seat when class begins	2 tardies 1 day of Detention Contact Parent *Principal's Interventions & PBS	4 tardies 2 days of Detention Contact Parent *Principal's Interventions & PBS	6 tardies 3 days of Detention Contact Parent *Principal's Interventions & PBS	Refer to Major Offenses Persistent Misbehavior Contact Parent	
15 Major	4-9 Minor Infractions Persistent Misconduct	Accumulate 4-9 infractions as shown under minor categories	2 Days ISS Contact Parent	3 Days ISS Contact Parent	1 Day OSS Contact Parent	2 Days OSS Contact Parent	3 days OSS Contact Parent
16 Major	10+ Minor Infractions Persistent Misconduct Change of Placement	Accumulate 10+ infractions as shown under minor categories	3 days Out-School Susp. Contact Parent Parent Conf. *Principal's Interventions & PBS	3 days Out-School Susp. Contact Parent Possible change of placement			
17 Major	Viewing/Possession/ Sharing of Pornography/Sexting	To possess, view, or to share (in person or by text, email, or social media) any drawing, photo, or video which depicts nudity and/or a sex act(s)	2 day(s) Out-School Susp. Contact Parent Parent Conf. *Principal's Interventions & PBS	3 day(s) Out-School Susp. Contact Parent Parent Conf. *Principal's Interventions & PBS	3 day(s) Out-School Susp. Contact Parent Possible change of placement		
18 Major	Using profanity toward adult school personnel	Inappropriate language addressed about or towards any adult employed by the District	2 day(s) Out-School Susp. Contact Parent Parent Conf. *Principal's Interventions & PBS	3 day(s) Out-School Susp. Contact Parent Parent Conf. *Principal's Interventions & PBS	3 day(s) Out-School Susp. Contact Parent Possible change of placement		

*These are not inclusive of all possible infractions.

Middle School Discipline Matrix

Level	Infraction	Examples*	1st**	2nd	3rd	4th	5th
19 Major	Possession/using tobacco, lighter and matches	Possession or use of any tobacco product including cigarettes, snuff, dip (chewing tobacco), E-cigs, papers, lighters, or matches	3 day(s) In-School Susp. Contact Parent Parent Conf. *Principal's Interventions & PBS	1 day(s) Out-School Susp. Contact Parent Parent Conf. *Principal's Interventions & PBS	2 day(s) Out-School Susp. Contact Parent Parent Conf. *Principal's Interventions & PBS	Change of Placement Contact Parent	
20 Major	Fighting	Physical altercation that may include pushing, hitting, kicking, slapping or other physical altercations between students	3 day(s) Out-School Susp. Contact Parent Parent Conf. *Principal's Interventions & PBS	3 day(s) Out-School Susp. Contact Parent Parent Conf. *Principal's Interventions & PBS	Change of Placement Contact Parent		
21 Major	Purposely avoiding cameras (blind spots or restrooms)	Intentionally covering one's face in view of security cameras, intentionally going out of a camera's sight in order to commit a conduct violation undetected & untraceable	3 day(s) Out-School Susp. Contact Parent Parent Conf. *Principal's Interventions & PBS	3 day(s) Out-School Susp. Contact Parent Parent Conf. *Principal's Interventions & PBS	Change of Placement Contact Parent		
22 Major	Instigating a fight between others	Encouraging others to fight through verbal means, harassment, or social media	2 day(s) Out-School Susp. Contact Parent Parent Conf. *Principal's Interventions & PBS	3 day(s) Out-School Susp. Contact Parent Parent Conf. *Principal's Interventions & PBS	3 day(s) Out-School Susp. Contact Parent Parent Conf. Possible change of placement *Principal's Interventions & PBS		
23 Major	Attack on a student	Causing intentional physical harm to an individual	3 day(s) ISS or Out-School Susp. Contact Parent Change of placement	3 day(s) Out-School Susp. Contact Parent Change of placement	Change of Placement Contact Parent		
24 Major	Interfering with Disciplinary Actions	Congregating, failure to disperse,	2 day(s) Out-School Susp. Contact Parent Parent Conf. *Principal's Interventions & PBS	3 day(s) Out-School Susp. Contact Parent Parent Conf. *Principal's Interventions & PBS	3 day(s) Out-School Susp. Contact Parent Parent Conf. Possible change of placement *Principal's Interventions & PBS		
25 Major	Videoring without Permission	Videoring fights, hallways, restrooms	2 day(s) Out-School Susp. Contact Parent Parent Conf. *Principal's Interventions & PBS	3 day(s) Out-School Susp. Contact Parent Parent Conf. *Principal's Interventions & PBS	3 day(s) Out-School Susp. Contact Parent Parent Conf. Possible change of placement *Principal's Interventions & PBS		

*These are not inclusive of all possible infractions.

Middle School Discipline Matrix

Level	Infraction	Examples*	1st**	2nd	3rd	4th	5th
26 Major	Bullying/threatening other students	Engaging in physical conduct OR in written, verbal, or electronic expression which exploits an imbalance of power & creates an intimidating and abusive educational environment for another student(s).	3 day(s) In-School Susp. Contact Parent Parent Conf. Counseling *Principal's Interventions & PBS	3 day(s) Out-School Susp. Contact Parent Parent Conf. Counseling *Principal's Interventions & PBS	3 day(s) Out-School Susp. Contact Parent Parent Conf. Counseling Possible Change of Placement *Principal's Interventions & PBS	3 day(s) Out-School Susp. Contact Parent Parent Conf. Counseling Discretionary Placement in a DAEP*Principal's Interventions & PBS	
27 Major	Gang-related Activities	Clothing, activity, initiations, tags	3 day(s) In-School Susp. Contact Parent Parent Conf. Counseling *Principal's Interventions & PBS	3 day(s) Out-School Susp. Contact Parent Parent Conf. Counseling *Principal's Interventions & PBS	3 day(s) Out-School Susp. Contact Parent Parent Conf. Counseling Possible Change of Placement *Principal's Interventions & PBS		
28 Major	Possessing prohibited item See Ch. 37	Look-alike weapons, fireworks, ammunition, knives	3 day(s) Out-School Susp. Contact Parent Counseling Possible Change of placement				
29 Major	Willfully striking school personnel	Making physical contact with a staff member in an intentional, hostile manner	3 day(s) Out-School Susp. Contact Parent Counseling Change of placement				
30 Major	Threatening school personnel	Use of verbal, written, texting, or social media to intimidate, harass, or warn staff members of impending harm	3 day(s) Out-School Susp. Contact Parent Counseling Change of placement				
31 Major	Possessing / using any controlled substance or alcohol See Ch. 37	Sells, gives or delivers to another person or possesses or uses narcotics, marijuana, alcoholic beverages	3 day(s) Out-School Susp. Contact Parent Counseling Change of placement				
32 Major	Inappropriate Sexual Contact/Public Lewdness See Ch. 37	Exposure of one's genitalia, engaging in sexual act(s), touching	3 day(s) Out-School Susp. Contact Parent Counseling Change of placement				
33 Major	Major theft or vandalism of \$25.00 or more	Any theft wherein the replacement value of the stolen item is more than \$25. (Electronics, furniture, books, bulk food)	3 day(s) Out-School Susp. Contact Parent Counseling Parent Conf. *Principal's Interventions & PBS	3 day(s) Out-School Susp. Contact Parent Counseling Parent Conf. *Principal's Interventions & PBS	Change of Placement Contact Parent		

**Corporal punishment as defined by board policy may be used at the discretion of the parent in accordance with district policy. If a parent chooses for their child to receive corporal punishment, then it will be in lieu of, and not in addition to, the prescribed discipline action.

*These are not inclusive of all possible infractions.

Lobo Discipline Plan Glossary

Corporal Punishment: The use of a paddle to discipline a student.

DAEP: Disciplinary Alternative Education Program.

General School Expectations: A list of general rules that students are expected to follow while on a school campus.

Gradual Discipline: A system that provides a graduated range of responses to student conduct problems. Disciplinary measures range from mild to severe, depending on the nature and frequency of the misconduct. Gradual discipline is focused around a structured set of rules, responses and actions which provide positive interventions and programs that keep students at school and in class.

ISS: In-School Suspension. The student remains at school but will be relocated for disciplinary action.

LLR: Lower Level Referral form which is written by a classroom teacher to document a student's offense.

ORF: Office Referral Form which is sent to the Principal with the appropriate number of LLRs.

OSS: Out of School Suspension. The student is sent home for 1-3 days and is not allowed to be at school during that time.

PDA: Public Display of Affection---kissing, holding hands, hugging, touching, sexual contact.

Persistent Disruptive Behavior: Behavior that is continuous and is disruptive to the learning environment of the student and others.

Positive Behavior Supports: Actions or programs that provide a positive as compared to a punitive disciplinary response.

Principal's Interventions: Interventions, PBS, counseling or other programs that a Principal can utilize to assist students with their behaviors.

Tank: A 10 day in school suspension that is an alternative to a DAEP placement.