



Notice of Regular Meeting The Board of Trustees LVISD

A regular meeting of the Board of Trustees of Lago Vista ISD will be held on Monday, August 18, 2014, at 6:00 PM in the Board Room in Viking Hall, 8039 Bar K Ranch Road, Lago Vista, Texas 78645.

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

1. Pledge of Allegiance/Call to Order
2. Welcome Visitor/Public Participation
3. Construction Update – OBR
4. Call for November Board of Trustees Election
5. Consideration and Approval of District Student Code of Conduct
6. Employee Handbook, Student Handbooks, Grading Guidelines, GT Handbook
7. Approval of Agreement for the Purchase of Attendance Credits
8. Consideration and Approval to Ban E-Cigs at School Events
9. Consideration and Approval of Early Release Waivers
10. Consideration and Approval of 4H Resolution and Adjunct Faculty Status
11. Principals' Reports
 - a. Elementary School
 - b. Middle School
 - c. High School
12. Consent Agenda:
 - a. Monthly Financial Report
 - b. Minutes – July 21, July 29, August 11, 2014
 - c. Budget Amendment
13. Superintendent's Report
 - a. Accountability
 - b. EHBB (LOCAL) – Special Programs Gifted and Talented Students
14. Closed Session
 - a. Assignment and employment Closed Session pursuant to Government Code Section 551.074
 - b. Deliberation Regarding Security Audits Government Code Section 551.076
15. Personnel: Assignment and employment
16. Consideration and Approval of the Safety and Security Audit
17. Adjourn

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

Henri Gearing
Interim Superintendent

Date



**ORDER OF ELECTION
LAGO VISTA INDEPENDENT SCHOOL DISTRICT**

AN ELECTION IS HEREBY ORDERED TO BE HELD ON NOVEMBER 4, 2014 FOR THE PURPOSE OF:

ELECTING TWO (2) MEMBERS TO THE LAGO VISTA INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES. TERM OF OFFICE IS FOR THREE YEARS ENDING NOVEMBER 2017 FOR TRUSTEE PLACE FOUR AND PLACE FIVE.

EARLY VOTING BY PERSONAL APPEARANCE WILL BE CONDUCTED BY THE TRAVIS COUNTY ELECTION OFFICER, AT PLACES AND LOCATIONS AS STATED IN THE TRAVIS COUNTY ELECTIONS EARLY VOTING GUIDE. EARLY VOTING BY DISTRICT RESIDENTS MAY BE CONDUCTED AT ANY TRAVIS COUNTY EARLY VOTING LOCATION AND ANY LOCATION EXCLUSIVELY DESIGNATED BY THE TRAVIS COUNTY ELECTION OFFICER FOR DISTRICT RESIDENTS.

APPLICATIONS FOR BALLOT BY MAIL SHALL BE MAILED TO:

TRAVIS COUNTY CLERK
ELECTIONS DIVISION
PO BOX 149325
AUSTIN, TX 78714

APPLICATIONS FOR BALLOT BY MAIL MUST BE RECEIVED NO LATER THAN THE CLOSE OF BUSINESS ON FRIDAY, OCTOBER 24, 2014.

ISSUED THIS THE 18TH DAY OF AUGUST, 2014.

Henri Gearing, Interim Superintendent



Lago Vista

Independent School District

2014-2015

Student Code of Conduct

ACKNOWLEDGMENT

Student Code of Conduct Electronic Distribution

Dear Student and Parent:

As required by state law, the board of trustees has officially adopted the Student Code of Conduct in order to promote a safe and orderly learning environment for every student.

We urge you to read this publication thoroughly and to discuss it with your family. If you have any questions about the required conduct and consequences for misconduct, we encourage you to ask for an explanation from the student's teacher or campus administrator.

The student and parent should each sign this page in the space provided below, and then return the page to the student's school.

Thank you.

Henri Gearing, *Assistant Superintendent*

We acknowledge that we have been offered the option to receive a paper copy of the Lago Vista ISD Student Code of Conduct for the 2014–2015 school year or to electronically access them on the district's Web site at <http://www.lagovistaisd.net>. We understand that students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the Code.

We have chosen to:

- Accept responsibility for accessing the Student Code of Conduct on the district's Web site.
- Receive a paper copy of the Student Code of Conduct.

Print name of student: _____

Signature of student: _____

Print name of parent: _____

Signature of parent: _____

Date: _____

School: _____

Grade level: _____

Please sign this page, remove it, and return it to the student's school. Thank you.

Table of Contents

STUDENT CODE OF CONDUCT	1
Purpose.....	1
School District Authority and Jurisdiction	2
Reporting Crimes	2
Participating in Graduation Activities	2
Standards for Student Conduct	4
General Conduct Violations.....	5
Disregard for Authority.....	5
Mistreatment of Others	5
Property Offenses.....	6
Possession of Prohibited Items	6
Possession of Telecommunications or Other Electronic Devices.....	6
Illegal, Prescription, and Over-the-Counter Drugs	7
Misuse of Technology Resources and the Internet.....	7
Safety Transgressions	8
Miscellaneous Offenses	8
Discipline Management Techniques.....	9
Students with Disabilities	9
Techniques	9
Notification	10
Appeals	10
Removal from the School Bus	11
Removal from the Regular Educational Setting	12
Routine Referral.....	12
Formal Removal.....	12
Returning Student to Classroom	12
Out-of-School Suspension	13
Misconduct.....	13
Process	13
Disciplinary Alternative Education Program (DAEP) Placement	14
Discretionary Placement: Misconduct That May Result in DAEP Placement.....	14
Misconduct Identified in State Law	14
Mandatory Placement: Misconduct That Requires DAEP Placement.....	15

Sexual Assault and Campus Assignments	16
Emergencies	16
Process	16
Conference	16
Placement Order	16
Coursework Notice	17
Length of Placement	17
Exceeds One Year	17
Exceeds School Year	17
Exceeds 60 Days	17
Appeals	18
Restrictions during Placement	18
Placement Review	18
Additional Misconduct	18
Notice of Criminal Proceedings	19
Withdrawal during Process	19
Newly Enrolled Students	20
Emergency Placement Procedure	20
Placement and/or Expulsion for Certain Offenses	21
Registered Sex Offenders	21
Review Committee	21
Newly Enrolled Student	21
Appeal	21
Certain Felonies	21
Hearing and Required Findings	22
Length of Placement	22
Newly Enrolled Students	23
Expulsion	24
Discretionary Expulsion: Misconduct That May Result in Expulsion	24
Any Location	24
At School, Within 300 Feet, or at a School Event	24
Within 300 Feet of School	25
Property of Another District	25
While in DAEP	25

Mandatory Expulsion: Misconduct That Requires Expulsion	26
Under Federal Law	26
Under the Texas Penal Code	26
Under Age Ten	27
Emergency	27
Process	27
Hearing	28
Board Review of Expulsion	28
Expulsion Order	28
Length of Expulsion	28
Withdrawal during Process	29
Additional Misconduct	29
Restrictions during Expulsion	29
Newly Enrolled Students	29
Emergency Expulsion Procedures	30
DAEP Placement of Expelled Students	30
Glossary	31
Index	36

STUDENT CODE OF CONDUCT

Purpose

The Student Code of Conduct is the district's response to the requirements of Chapter 37 of the Texas Education Code.

The Code provides methods and options for managing students in the classroom and on school grounds, disciplining students, and preventing and intervening in student discipline problems.

The law requires the district to define misconduct that may—or must—result in a range of specific disciplinary consequences including removal from a regular classroom or campus, out-of-school suspension, placement in a disciplinary alternative education program (DAEP), or expulsion from school.

This Student Code of Conduct has been adopted by the Lago Vista ISD Board of Trustees and developed with the advice of the district-level committee. This Code provides information to parents and students regarding standards of conduct, consequences of misconduct, and procedures for administering discipline. It remains in effect during summer school and at all school-related events and activities outside of the school year until an updated version adopted by the board becomes effective for the next school year.

In accordance with state law, the Code shall be posted at each school campus or shall be available for review at the office of the campus principal. Additionally, the Code shall be posted on the district's Web site. Parents shall be notified of any conduct violation that may result in a student being suspended, placed in a DAEP, or expelled.

Because the Student Code of Conduct is adopted by the district's board of trustees, it has the force of policy; therefore, in case of conflict between the Code and the student handbook, the Code shall prevail.

Please Note: The discipline of students with disabilities who are eligible for services under federal law (Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973) is subject to the provisions of those laws.

School District Authority and Jurisdiction

School rules and the authority of the district to administer discipline apply whenever the interest of the district is involved, on or off school grounds, in conjunction with or independent of classes and school-sponsored activities.

The district has disciplinary authority over a student:

1. During the regular school day and while the student is going to and from school or a school-sponsored or school-related activity on district transportation;
2. During lunch periods in which a student is allowed to leave campus;
3. While the student is in attendance at any school-related activity, regardless of time or location;
4. For any school-related misconduct, regardless of time or location;
5. When retaliation against a school employee or volunteer occurs or is threatened, regardless of time or location;
6. When criminal mischief is committed on or off school property or at a school-related event;
7. For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line;
8. For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas;
9. When the student commits a felony, as provided by Education Code 37.006 or 37.0081; and
10. When the student is required to register as a sex offender.

The district has the right to search a vehicle driven to school by a student and parked on school property whenever there is reasonable cause to believe it contains articles or materials prohibited by the district.

The district has the right to search a student's locker or desk when there is reasonable cause to believe it contains articles or materials prohibited by the district.

Reporting Crimes

School administrators shall report crimes as required by law and shall call local law enforcement when an administrator suspects that a crime has been committed on campus.

Participating in Graduation Activities

The district has the right to limit a student's participation in graduation activities for violating the district's Code.

Participation might include a speaking role, as established by district policy and procedures.

Students eligible to give the opening and closing remarks at graduation shall be notified by the campus principal. Notwithstanding any other eligibility requirements, in order to be considered as an eligible student to give the opening or closing remarks, a student shall not have engaged in any misconduct in violation of the district's Code resulting in a three-day out-of-school

suspension, removal to a DAEP, or expulsion during the semester during the last two semesters preceding graduation.

The valedictorian and salutatorian may also have speaking roles at graduation. No student shall be eligible to have such a speaking role if he or she engaged in any misconduct in violation of the district's Code resulting in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

See **DAEP—Restrictions During Placement** for information regarding a student assigned to DAEP at the time of graduation.

Standards for Student Conduct

Each student is expected to:

- Demonstrate courtesy, even when others do not.
- Behave in a responsible manner, always exercising self-discipline.
- Attend all classes, regularly and on time.
- Prepare for each class; take appropriate materials and assignments to class.
- Meet district and campus standards of grooming and dress.
- Obey all campus and classroom rules.
- Respect the rights and privileges of students, teachers, and other district staff and volunteers.
- Respect the property of others, including district property and facilities.
- Cooperate with and assist the school staff in maintaining safety, order, and discipline.
- Adhere to the requirements of the Student Code of Conduct.

General Conduct Violations

The categories of conduct below are prohibited at school, in vehicles owned or operated by the district, and at all school-related activities, but the list does not include the most severe offenses. In the subsequent sections on Out-of-School Suspension, DAEP Placement, Placement and/or Expulsion for Certain Offenses, and Expulsion, certain offenses that require or permit specific consequences are listed. Any offense, however, may be severe enough to result in Removal from the Regular Educational Setting as detailed in that section.

Disregard for Authority

Students shall not:

- Fail to comply with directives given by school personnel (insubordination).
- Leave school grounds or school-sponsored events without permission.
- Disobey rules for conduct on district vehicles.
- Refuse to accept discipline management techniques assigned by a teacher or principal.

Mistreatment of Others

Students shall not:

- Use profanity or vulgar language or make obscene gestures.
- Fight or scuffle. (For assault see DAEP Placement and Expulsion.)
- Threaten a district student, employee, or volunteer, including off school property, if the conduct causes a substantial disruption to the educational environment.
- Engage in bullying, harassment, or making hit lists. (See glossary for all three terms.)
- Engage in conduct that constitutes sexual or gender-based harassment or sexual abuse, whether by word, gesture, or any other conduct, directed toward another person, including a district student, employee, or volunteer.
- Engage in conduct that constitutes dating violence. (See glossary.)
- Engage in inappropriate or indecent exposure of private body parts.
- Participate in hazing. (See glossary.)
- Cause an individual to act through the use of or threat of force (coercion).
- Commit extortion or blackmail (obtaining money or an object of value from an unwilling person).
- Engage in inappropriate verbal, physical, or sexual conduct directed toward another person, including a district student, employee, or volunteer.
- Record the voice or image of another without the prior consent of the individuals being recorded or in any way that disrupts the educational environment or invades the privacy of others.

Property Offenses

Students shall not:

- Damage or vandalize property owned by others. (For felony criminal mischief see DAEP Placement or Expulsion.)
- Deface or damage school property—including textbooks, technology and electronic resources, lockers, furniture, and other equipment—with graffiti or by other means.
- Steal from students, staff, or the school.
- Commit or assist in a robbery or theft even if it does not constitute a felony according to the Texas Penal Code. (For felony robbery, aggravated robbery, and theft see DAEP Placement and Expulsion.)

Possession of Prohibited Items

Students shall not possess or use:

- Fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device;
- A razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person;
- A “look-alike” weapon;
- An air gun or BB gun;
- Ammunition;
- A stun gun;
- A pocketknife or any other small knife;
- Mace or pepper spray;
- Pornographic material;
- Tobacco products, including electronic cigarettes;
- Matches or a lighter;
- A laser pointer for other than an approved use; or
- Any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists. (For weapons and firearms see DAEP Placement and Expulsion.)

Possession of Telecommunications or Other Electronic Devices

Students shall not:

- Use a telecommunications device, including a cellular telephone, or other electronic device in violation of district and campus rules.

Illegal, Prescription, and Over-the-Counter Drugs

Students shall not:

- Possess or sell seeds or pieces of marijuana in less than a usable amount. (For illegal drugs, alcohol, and inhalants see DAEP Placement and Expulsion.)
- Possess, use, give, or sell paraphernalia related to any prohibited substance. (See glossary for “paraphernalia.”)
- Possess or sell look-alike drugs or attempt to pass items off as drugs or contraband.
- Abuse the student’s own prescription drug, give a prescription drug to another student, or possess or be under the influence of another person’s prescription drug on school property or at a school-related event. (See glossary for “abuse.”)
- Abuse over-the-counter drugs. (See glossary for “abuse.”) Be under the influence of prescription or over-the-counter drugs that cause impairment of the physical or mental faculties. (See glossary for “under the influence.”)
- Have or take prescription drugs or over-the-counter drugs at school other than as provided by district policy.

Misuse of Technology Resources and the Internet

Students shall not:

- Violate policies, rules, or agreements signed by the student or the student’s parent regarding the use of technology resources.
- Attempt to access or circumvent passwords or other security-related information of the district, students, or employees or upload or create computer viruses, including off school property if the conduct causes a substantial disruption to the educational environment.
- Attempt to alter, destroy, or disable district technology resources including but not limited to computers and related equipment, district data, the data of others, or other networks connected to the district’s system, including off school property if the conduct causes a substantial disruption to the educational environment.
- Use the Internet or other electronic communications to threaten district students, employees, or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment.
- Send, post, or possess electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another’s reputation, or illegal, including cyberbullying and “sexting,” either on or off school property, if the conduct causes a substantial disruption to the educational environment.
- Use e-mail or Web sites to engage in or encourage illegal behavior or threaten school safety, including off school property if the conduct causes a substantial disruption to the educational environment.

Safety Transgressions

Students shall not:

- Possess published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety.
- Engage in verbal (oral or written) exchanges that threaten the safety of another student, a school employee, or school property.
- Make false accusations or perpetrate hoaxes regarding school safety.
- Engage in any conduct that school officials might reasonably believe will substantially disrupt the school program or incite violence.
- Throw objects that can cause bodily injury or property damage.
- Discharge a fire extinguisher without valid cause.

Miscellaneous Offenses

Students shall not:

- Violate dress and grooming standards as communicated in the student handbook.
- Cheat or copy the work of another.
- Gamble.
- Falsify records, passes, or other school-related documents.
- Engage in actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Repeatedly violate other communicated campus or classroom standards of conduct.

The district may impose campus or classroom rules in addition to those found in the Code. These rules may be posted in classrooms or given to the student and may or may not constitute violations of the Code.

Discipline Management Techniques

Discipline shall be designed to improve conduct and to encourage students to adhere to their responsibilities as members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of discipline management techniques. Discipline shall be correlated to the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, the effect of the misconduct on the school environment, and statutory requirements.

Because of these factors, discipline for a particular offense, including misconduct in a district vehicle owned or operated by the district, unless otherwise specified by law, may bring into consideration varying techniques and responses.

Since the district's primary responsibility in transporting students in district vehicles is to do so as safely as possible, the operator of the vehicle must focus on driving and not have his or her attention distracted by student misbehavior. Therefore, when appropriate disciplinary management techniques fail to improve student behavior or when specific misconduct warrants immediate removal, the principal may restrict or revoke a student's transportation privileges, in accordance with law.

Students with Disabilities

The discipline of students with disabilities is subject to applicable state and federal law in addition to the Student Code of Conduct. To the extent any conflict exists, state and/or federal law shall prevail.

In accordance with the Education Code, a student who is enrolled in a special education program may not be disciplined for conduct meeting the definition of bullying, harassment, or making hit lists (see glossary) until an ARD committee meeting has been held to review the conduct.

In deciding whether to order suspension, DAEP placement, or expulsion, regardless of whether the action is mandatory or discretionary, the district shall take into consideration a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

Techniques

The following discipline management techniques may be used—alone or in combination—for behavior prohibited by the Student Code of Conduct or by campus or classroom rules:

- Verbal correction, oral or written.
- Cooling-off time or "time-out."
- Seating changes within the classroom or vehicles owned or operated by the district.
- Temporary confiscation of items that disrupt the educational process.
- Rewards or demerits.
- Behavioral contracts.
- Counseling by teachers, school counselors, or administrative personnel.

- Parent-teacher conferences.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.
- Detention, including outside regular school hours.
- Sending the student to the office or other assigned area, or to in-school suspension.
- Assignment of school duties such as cleaning or picking up litter.
- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- Penalties identified in individual student organizations' extracurricular standards of behavior.
- Restriction or revocation of district transportation privileges.
- School-assessed and school-administered probation.
- Corporal punishment, unless the student's parent or guardian has provided a signed statement prohibiting its use.
- Out-of-school suspension, as specified in the Out-of-School Suspension section of this Code.
- Placement in a DAEP, as specified in the DAEP section of this Code.
- Placement and/or expulsion in an alternative educational setting, as specified in the Placement and/or Expulsion for Certain Offenses section of this Code.
- Expulsion, as specified in the Expulsion section of this Code.
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.
- Other strategies and consequences as determined by school officials.

Notification

The principal or appropriate administrator shall notify a student's parent by phone or in writing of any violation that may result in a detention outside of regular school hours, out-of-school suspension, placement in a DAEP, or expulsion. Notification will be made within three school days after the administrator becomes aware of the violation.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the teacher or campus administration, as appropriate. Appeals or complaints regarding the use of specific discipline management techniques should be addressed in accordance with policy FNG(LOCAL). A copy of the policy may be obtained from the principal's office or the central administration office or through Policy On Line at the following address:
<http://www.lagovistaisd.net>.

Consequences shall not be deferred pending the outcome of a grievance.

Removal from the School Bus

A bus driver may refer a student to the principal's office to maintain effective discipline on the bus. The principal must employ additional discipline management techniques, as appropriate, which can include restricting or revoking a student's bus riding privileges.

Removal from the Regular Educational Setting

In addition to other discipline management techniques, misconduct may result in removal from the regular educational setting in the form of a routine referral or a formal removal.

Routine Referral

A routine referral occurs when a teacher sends a student to the principal's office as a discipline management technique. The principal may then employ additional techniques.

Formal Removal

A teacher or administrator **may** remove a student from class for a behavior that violates this Code to maintain effective discipline in the classroom. A teacher **may** also initiate a formal removal from class if:

1. The student's behavior has been documented by the teacher as repeatedly interfering with the teacher's ability to teach his or her class or with the student's classmates' ability to learn; or
2. The behavior is so unruly, disruptive, or abusive that the teacher cannot teach, and the students in the classroom cannot learn.

A teacher or administrator **must** remove a student from class if the student engages in behavior that under the Education Code requires or permits the student to be placed in a DAEP or expelled. When removing for those reasons, the procedures in the subsequent sections on DAEP or expulsion will be followed. Otherwise, within three school days of the formal removal, the appropriate administrator shall schedule a conference with the student's parent; the student; the teacher, in the case of removal by a teacher; and any other administrator.

At the conference, the appropriate administrator shall inform the student of the misconduct for which he or she is charged and the consequences. The administrator shall give the student an opportunity to give his or her version of the incident.

When a student is removed from the regular classroom by a teacher and a conference is pending, the principal may place the student in:

- Another appropriate classroom.
- In-school suspension.
- Out-of-school suspension.
- DAEP.

Returning Student to Classroom

When a student has been formally removed from class by a teacher for conduct against the teacher containing the elements of assault, aggravated assault, sexual assault, aggravated sexual assault, murder, capital murder, or criminal attempt to commit murder or capital murder, the student may not be returned to the teacher's class without the teacher's consent.

When a student has been formally removed by a teacher for any other conduct, the student may be returned to the teacher's class without the teacher's consent, if the placement review committee determines that the teacher's class is the best or only alternative available.

Out-of-School Suspension

Misconduct

Students may be suspended for any behavior listed in the Code as a general conduct violation, DAEP offense, or expellable offense.

In deciding whether to order out-of-school suspension, the district shall take into consideration:

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct, and
3. The student's disciplinary history.

Process

State law allows a student to be suspended for no more than three school days per behavior violation, with no limit on the number of times a student may be suspended in a semester or school year.

Before being suspended a student shall have an informal conference with the appropriate administrator, who shall advise the student of the conduct of which he or she is accused. The student shall be given the opportunity to explain his or her version of the incident before the administrator's decision is made.

The number of days of a student's suspension shall be determined by the appropriate administrator, but shall not exceed three school days.

The appropriate administrator shall determine any restrictions on participation in school-sponsored or school-related extracurricular and co-curricular activities.

Disciplinary Alternative Education Program (DAEP) Placement

The DAEP shall be provided in a setting other than the student's regular classroom. An elementary school student may not be placed in a DAEP with a student who is not an elementary school student.

For purposes of DAEP, elementary classification shall be kindergarten–grade 4 and secondary classification shall be grades 5–12.

Summer programs provided by the district shall serve students assigned to a DAEP in conjunction with other students.

A student who is expelled for an offense that otherwise would have resulted in a DAEP placement does not have to be placed in a DAEP in addition to the expulsion.

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the district shall take into consideration:

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct, and
3. The student's disciplinary history.

Discretionary Placement: Misconduct That May Result in DAEP Placement

A student **may** be placed in a DAEP for behaviors prohibited in the General Conduct Violations section of this Code.

Misconduct Identified in State Law

In accordance with state law, a student **may** be placed in a DAEP for any one of the following offenses:

- Involvement in a public school fraternity, sorority, or secret society, including participating as a member or pledge, or soliciting another person to become a pledge or member of a public school fraternity, sorority, secret society, or gang. (See glossary.)
- Involvement in criminal street gang activity. (See glossary.)
- Any criminal mischief, including a felony.
- Assault (no bodily injury) with threat of imminent bodily injury.
- Assault by offensive or provocative physical contact.

In accordance with state law, a student **may** be placed in a DAEP if the superintendent or the superintendent's designee has reasonable belief (see glossary) that the student has engaged in conduct punishable as a felony, other than aggravated robbery or those listed as offenses involving injury to a person in Title 5 (see glossary) of the Texas Penal Code, that occurs off school property and not at a school-sponsored or school-related event, if the student's presence

in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process.

The appropriate administrator **may**, but is not required to, place a student in a DAEP for off-campus conduct for which DAEP placement is required by state law if the administrator does not have knowledge of the conduct before the first anniversary of the date the conduct occurred.

Mandatory Placement: Misconduct That Requires DAEP Placement

A student **must** be placed in a DAEP if the student:

- Engages in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school. (See glossary.)
- Commits the following offenses on school property or within 300 feet of school property as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:
 - Engages in conduct punishable as a felony.
 - Commits an assault (see glossary) under Texas Penal Code 22.01(a)(1).
 - Sells, gives, or delivers to another person, or possesses, uses, or is under the influence of marijuana, a controlled substance, or a dangerous drug in an amount not constituting a felony offense. (School-related felony drug offenses are addressed in the Expulsion section.) (See glossary for "under the influence.")
 - Sells, gives, or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of alcohol; or possesses, uses, or is under the influence of alcohol, if the conduct is not punishable as a felony offense. (School-related felony alcohol offenses are addressed in the Expulsion section.)
 - Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals.
 - Behaves in a manner that contains the elements of the offense of public lewdness or indecent exposure.
- Engages in expellable conduct and is between six and nine years of age.
- Commits a federal firearms violation and is younger than six years of age.
- Engages in conduct that contains the elements of the offense of retaliation against any school employee or volunteer on or off school property. (Committing retaliation in combination with another expellable offense is addressed in the Expulsion section of this Code.)
- Engages in conduct punishable as aggravated robbery or a felony listed under Title 5 (see glossary) of the Texas Penal Code when the conduct occurs off school property and not at a school-sponsored or school-related event and:
 1. The student receives deferred prosecution (see glossary),
 2. A court or jury finds that the student has engaged in delinquent conduct (see glossary), or

3. The superintendent or designee has a reasonable belief (see glossary) that the student engaged in the conduct.

Sexual Assault and Campus Assignments

If a student has been convicted of continuous sexual abuse of a young child or children or convicted of or placed on deferred adjudication for sexual assault or aggravated sexual assault against another student on the same campus, and if the victim's parent or another person with the authority to act on behalf of the victim requests that the board transfer the offending student to another campus, the offending student shall be transferred to another campus in the district. If there is no other campus in the district serving the grade level of the offending student, the offending student shall be transferred to a DAEP.

Emergencies

In an emergency, the principal or the principal's designee may order the immediate placement of a student in a DAEP for any reason for which placement in a DAEP may be made on a nonemergency basis.

Process

Removals to a DAEP shall be made by the campus principal or designee.

Conference

When a student is removed from class for a DAEP offense, the appropriate administrator shall schedule a conference within three school days with the student's parent, the student, and the teacher, in the case of a teacher removal.

At the conference, the appropriate administrator shall inform the student, orally or in writing, of the reasons for the removal and shall give the student an explanation of the basis for the removal and an opportunity to respond to the reasons for the removal.

Following valid attempts to require attendance, the district may hold the conference and make a placement decision regardless of whether the student or the student's parents attend the conference.

Placement Order

After the conference, if the student is placed in the DAEP, the appropriate administrator shall write a placement order. A copy of the DAEP placement order shall be sent to the student and the student's parent.

Not later than the second business day after the conference, the board's designee shall deliver to the juvenile court a copy of the placement order and all information required by Section 52.04 of the Family Code.

If the student is placed in the DAEP and the length of placement is inconsistent with the guidelines included in this Code, the placement order shall give notice of the inconsistency.

Coursework Notice

The parent or guardian of a student placed in DAEP shall be given written notice of the student's opportunity to complete a foundation curriculum course in which the student was enrolled at the time of removal and which is required for graduation, at no cost to the student. The notice shall include information regarding all methods available for completing the coursework.

Length of Placement

The duration of a student's placement in a DAEP shall be determined by the campus principal or designee.

The duration of a student's placement shall be determined on a case-by-case basis. DAEP placement shall be correlated to the seriousness of the offense, the student's age and grade level, the frequency of misconduct, the student's attitude, and statutory requirements.

The maximum period of DAEP placement shall be one calendar year except as provided below.

The district shall administer the required pre- and post-assessments for students assigned to DAEP for a period of 90 days or longer in accordance with established district administrative procedures for administering other diagnostic or benchmark assessments.

Exceeds One Year

Placement in a DAEP may exceed one year when a review by the district determines that:

1. The student is a threat to the safety of other students or to district employees, or
2. Extended placement is in the best interest of the student.

The statutory limitations on the length of a DAEP placement do not apply to a placement resulting from the board's decision to place a student who engaged in the sexual assault of another student so that the students are not assigned to the same campus.

Exceeds School Year

Students who commit offenses requiring placement in a DAEP at the end of one school year may be required to continue that placement at the start of the next school year to complete the assigned term of placement.

For placement in a DAEP to extend beyond the end of the school year, the campus principal or designee must determine that:

1. The student's presence in the regular classroom or campus presents a danger of physical harm to the student or others, or
2. The student has engaged in serious or persistent misbehavior (see glossary) that violates the district's Code.

Exceeds 60 Days

For placement in a DAEP to extend beyond 60 days or the end of the next grading period, whichever is sooner, a student's parent shall be given notice and the opportunity to participate in a proceeding before the board or the board's designee.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the campus administration.

Appeals regarding the decision to place a student in a DAEP should be addressed in accordance with policy FOC(LEGAL).

Student or parent appeals regarding the process used for the placement decision, such as issues related to the administrator's handling of the conference or proper notice being provided, should be addressed in accordance with policy FNG(LOCAL). A copy of this policy may be obtained from the principal's office or the central administration office or through Policy On Line at the following address: <http://www.lagovistaisd.net>.

Disciplinary consequences shall not be deferred pending the outcome of an appeal. The decision to place a student in a DAEP cannot be appealed beyond the board.

Restrictions during Placement

State law prohibits a student placed in a DAEP for reasons specified in state law from attending or participating in school-sponsored or school-related extracurricular activities.

The district does not permit a student who is placed in a DAEP to participate in any school-sponsored or school-related extracurricular or co-curricular activity, including seeking or holding honorary positions and/or membership in school-sponsored clubs and organizations.

A student placed in a DAEP shall not be provided transportation unless he or she is a student with a disability who has transportation designated as a related service in the student's IEP.

For seniors who are eligible to graduate and are assigned to a DAEP at the time of graduation, the last day of placement in the program shall be the last instructional day, and the student shall be allowed to participate in the graduation ceremony and related graduation activities unless otherwise specified in the DAEP placement order.

Placement Review

A student placed in a DAEP shall be provided a review of his or her status, including academic status at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall be given the opportunity to present arguments for the student's return to the regular classroom or campus. The student may not be returned to the classroom of a teacher who removed the student without that teacher's consent.

Additional Misconduct

If during the term of placement in a DAEP the student engages in additional misconduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the appropriate administrator may enter an additional disciplinary order as a result of those proceedings.

Notice of Criminal Proceedings

The office of the prosecuting attorney shall notify the district if a student was placed in a DAEP for certain offenses including any felony, unlawful restraint, indecent exposure, assault, deadly conduct, terroristic threats, organized crime, certain drug offenses, or possession of a weapon, and:

1. Prosecution of a student's case was refused for lack of prosecutorial merit or insufficient evidence and no formal proceedings, deferred adjudication (see glossary), or deferred prosecution will be initiated; or
2. The court or jury found a student not guilty, or made a finding that the student did not engage in delinquent conduct or conduct indicating a need for supervision, and the case was dismissed with prejudice.

If a student was placed in a DAEP for such conduct, on receiving the notice from the prosecutor, the superintendent or designee shall review the student's placement and schedule a review with the student's parent not later than the third day after the superintendent or designee receives notice from the prosecutor. The student may not be returned to the regular classroom pending the review.

After reviewing the notice and receiving information from the student's parent, the superintendent or designee may continue the student's placement if there is reason to believe that the presence of the student in the regular classroom threatens the safety of other students or teachers.

The student or the student's parent may appeal the superintendent's decision to the board. The student may not be returned to the regular classroom pending the appeal. In the case of an appeal, the board shall, at the next scheduled meeting, review the notice from the prosecutor and receive information from the student, the student's parent, and the superintendent or designee, and confirm or reverse the decision of the superintendent or designee. The board shall make a record of the proceedings.

If the board confirms the decision of the superintendent or designee, the student and the student's parent may appeal to the Commissioner of Education. The student may not be returned to the regular classroom pending the appeal.

Withdrawal during Process

When a student violates the district's Code in a way that requires or permits the student to be placed in a DAEP and the student withdraws from the district before a placement order is completed, the district may complete the proceedings and issue a placement order. If the student then reenrolls in the district during the same or a subsequent school year, the district may enforce the order at that time, less any period of the placement that has been served by the student during enrollment in another district. If the appropriate administrator or the board fails to issue a placement order after the student withdraws, the next district in which the student enrolls may complete the proceedings and issue a placement order.

Newly Enrolled Students

The district shall continue the DAEP placement of a student who enrolls in the district and was assigned to a DAEP in an open-enrollment charter school or another district.

A newly enrolled student with a DAEP placement from a district in another state shall be placed as any other newly enrolled student if the behavior committed is a reason for DAEP placement in the receiving district.

If the student was placed in a DAEP by a school district in another state for a period that exceeds one year, this district, by state law, shall reduce the period of the placement so that the total placement does not exceed one year. After a review, however, the placement may be extended beyond a year if the district determines that the student is a threat to the safety of other students or employees or the extended placement is in the best interest of the student.

Emergency Placement Procedure

When an emergency placement occurs, the student shall be given oral notice of the reason for the action. Not later than the tenth day after the date of the placement, the student shall be given the appropriate conference required for assignment to a DAEP.

Placement and/or Expulsion for Certain Offenses

This section includes two categories of offenses for which the Education Code provides unique procedures and specific consequences.

Registered Sex Offenders

Upon receiving notification in accordance with state law that a student is currently required to register as a sex offender, the administration must remove the student from the regular classroom and determine appropriate placement unless the court orders JJAEP placement.

If the student is under any form of court supervision, including probation, community supervision, or parole, the placement shall be in either DAEP or JJAEP for at least one semester.

If the student is not under any form of court supervision, the placement may be in DAEP or JJAEP for one semester or the placement may be in a regular classroom. The placement may not be in the regular classroom if the board or its designee determines that the student's presence:

1. Threatens the safety of other students or teachers,
2. Will be detrimental to the educational process, or
3. Is not in the best interests of the district's students.

Review Committee

At the end of the first semester of a student's placement in an alternative educational setting and before the beginning of each school year for which the student remains in an alternative placement, the district shall convene a committee, in accordance with state law, to review the student's placement. The committee shall recommend whether the student should return to the regular classroom or remain in the placement. Absent a special finding, the board or its designee must follow the committee's recommendation.

The placement review of a student with a disability who receives special education services must be made by the ARD committee.

Newly Enrolled Student

If a student enrolls in the district during a mandatory placement as a registered sex offender, the district may count any time already spent by the student in a placement or may require an additional semester in an alternative placement without conducting a review of the placement.

Appeal

A student or the student's parent may appeal the placement by requesting a conference between the board or its designee, the student, and the student's parent. The conference is limited to the factual question of whether the student is required to register as a sex offender. Any decision of the board or its designee under this section is final and may not be appealed.

Certain Felonies

Regardless of whether placement or expulsion is required or permitted by one of the reasons in the DAEP Placement or Expulsion sections, in accordance with Education Code 37.0081, a

student **may** be expelled and placed in either DAEP or JJAEP if the board or its designee makes certain findings and the following circumstances exist in relation to aggravated robbery or a felony offense under Title 5 (see glossary) of the Texas Penal Code. The student must:

- Have received deferred prosecution for conduct defined as aggravated robbery or a Title 5 felony offense;
- Have been found by a court or jury to have engaged in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense;
- Have been charged with engaging in conduct defined as aggravated robbery or a Title 5 felony offense;
- Have been referred to a juvenile court for allegedly engaging in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense; or
- Have received probation or deferred adjudication or have been arrested for, charged with, or convicted of aggravated robbery or a Title 5 felony offense.

The district may expel the student and order placement under these circumstances regardless of:

1. The date on which the student's conduct occurred,
2. The location at which the conduct occurred,
3. Whether the conduct occurred while the student was enrolled in the district, or
4. Whether the student has successfully completed any court disposition requirements imposed in connection with the conduct.

Hearing and Required Findings

The student must first have a hearing before the board or its designee, who must determine that in addition to the circumstances above that allow for the expulsion, the student's presence in the regular classroom:

1. Threatens the safety of other students or teachers,
2. Will be detrimental to the educational process, or
3. Is not in the best interest of the district's students.

Any decision of the board or the board's designee under this section is final and may not be appealed.

Length of Placement

The student is subject to the placement until:

1. The student graduates from high school,
2. The charges are dismissed or reduced to a misdemeanor offense, or
3. The student completes the term of the placement or is assigned to another program.

Newly Enrolled Students

A student who enrolls in the district before completing a placement under this section from another school district must complete the term of the placement.

Expulsion

In deciding whether to order expulsion, regardless of whether the action is mandatory or discretionary, the district shall take into consideration:

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct, and
3. The student's disciplinary history.

Discretionary Expulsion: Misconduct That May Result in Expulsion

Any Location

A student **may** be expelled for:

- Engaging in the following, no matter where it takes place:
 - Conduct that contains the elements of assault under Penal Code 22.01(a)(1) in retaliation against a school employee or volunteer.
 - Criminal mischief, if punishable as a felony.
- Engaging in conduct that contains the elements of one of the following offenses against another student, without regard to where the conduct occurs:
 - Aggravated assault.
 - Sexual assault.
 - Aggravated sexual assault.
 - Murder.
 - Capital murder.
 - Criminal attempt to commit murder or capital murder.
 - Aggravated robbery.
- Breach of computer security.
- Engaging in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school.

At School, Within 300 Feet, or at a School Event

A student **may** be expelled for committing any of the following offenses on or within 300 feet of school property, as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:

- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, or a dangerous drug, if the conduct is not punishable as a felony. (See glossary for "under the influence.")

- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of alcohol; or committing a serious act or offense while under the influence of alcohol, if the conduct is not punishable as a felony.
- Engaging in conduct that contains the elements of an offense relating to abusable volatile chemicals.
- Engaging in conduct that contains the elements of assault under Section 22.01(a)(1) against an employee or a volunteer.
- Engaging in deadly conduct. (See glossary.)

Within 300 Feet of School

A student **may** be expelled for engaging in the following conduct while within 300 feet of school property, as measured from any point on the school's real property boundary line:

- Aggravated assault, sexual assault, or aggravated sexual assault.
- Arson. (See glossary.)
- Murder, capital murder, or criminal attempt to commit murder or capital murder.
- Indecency with a child, aggravated kidnapping, manslaughter, criminally negligent homicide, or aggravated robbery.
- Continuous sexual abuse of a young child or children.
- Felony drug- or alcohol-related offense.
- Use, exhibition, or possession of a firearm (as defined by state law), an illegal knife, a club, or prohibited weapon, or possession of a firearm (as defined by federal law).

Property of Another District

A student **may** be expelled for committing any offense that is a state-mandated expellable offense if the offense is committed on the property of another district in Texas or while the student is attending a school-sponsored or school-related activity of a school in another district in Texas.

While in DAEP

A student **may** be expelled for engaging in documented serious misbehavior that violates the district's Code, despite documented behavioral interventions while placed in a DAEP. For purposes of discretionary expulsion from a DAEP, serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or
4. Conduct that constitutes the offense of:
 - a. Public lewdness under Section 21.07, Penal Code;
 - b. Indecent exposure under Section 21.08, Penal Code;

- c. Criminal mischief under Section 28.03, Penal Code;
- d. Personal hazing under Section 37.152; or
- e. Harassment under Section 42.07(a)(1), Penal Code, of a student or district employee.

Mandatory Expulsion: Misconduct That Requires Expulsion

A student must be expelled under federal or state law for any of the following offenses that occur on school property or while attending a school-sponsored or school-related activity on or off school property:

Under Federal Law

- Bringing to school a firearm, as defined by federal law. “Firearm” under federal law includes:
 - Any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive.
 - The frame or receiver of any such weapon.
 - Any firearm muffler or firearm weapon.
 - Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.

Under the Texas Penal Code

- Using, exhibiting, or possessing the following, as defined by the Texas Penal Code:
 - A firearm (any device designed, made, or adapted to expel a projectile through a barrel by using the energy generated by an explosion or burning substance or any device readily convertible to that use), unless the use, exhibition, or possession of the firearm occurs at an off-campus approved target range facility while participating in or preparing for a school-sponsored shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife Department or a shooting sports sanctioning organization working with the department.
 - An illegal knife, such as a knife with a blade over 5½ inches; hand instrument, designed to cut or stab another by being thrown; dagger, including but not limited to a dirk, stiletto, and poniard; bowie knife; sword; or spear.
 - A club (see glossary) such as an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, including a blackjack, nightstick, mace, and tomahawk.
 - A prohibited weapon, such as an explosive weapon, a machine gun, a short-barrel firearm, a firearm silencer, knuckles, armor-piercing ammunition, a chemical dispensing device, a zip gun, or a tire deflation device. (See glossary.)

- Behaving in a manner that contains elements of the following offenses under the Texas Penal Code:
 - Aggravated assault, sexual assault, or aggravated sexual assault.
 - Arson. (See glossary.)
 - Murder, capital murder, or criminal attempt to commit murder or capital murder.
 - Indecency with a child.
 - Aggravated kidnapping.
 - Aggravated robbery.
 - Manslaughter.
 - Criminally negligent homicide.
 - Continuous sexual abuse of a young child or children.
 - Behavior punishable as a felony that involves selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, a dangerous drug, or alcohol; or committing a serious act or offense while under the influence of alcohol.
- Engaging in retaliation against a school employee or volunteer combined with one of the above-listed mandatory expulsion offenses.

Under Age Ten

When a student under the age of ten engages in behavior that is expellable behavior, the student shall not be expelled, but shall be placed in a DAEP. A student under age six shall not be placed in a DAEP unless the student commits a federal firearm offense.

Emergency

In an emergency, the principal or the principal's designee **may** order the immediate expulsion of a student for any reason for which expulsion may be made on a nonemergency basis.

Process

If a student is believed to have committed an expellable offense, the principal or other appropriate administrator shall schedule a hearing within a reasonable time. The student's parent shall be invited in writing to attend the hearing.

Until a hearing can be held, the principal may place the student in:

- Another appropriate classroom.
- In-school suspension.
- Out-of-school suspension.
- DAEP.

Hearing

A student facing expulsion shall be given a hearing with appropriate due process. The student is entitled to:

1. Representation by the student's parent or another adult who can provide guidance to the student and who is not an employee of the district,
2. An opportunity to testify and to present evidence and witnesses in the student's defense, and
3. An opportunity to question the witnesses called by the district at the hearing.

After providing notice to the student and parent of the hearing, the district may hold the hearing regardless of whether the student or the student's parent attends.

The board of trustees delegates to the superintendent or designee the authority to conduct hearings and expel students.

Board Review of Expulsion

After the due process hearing, the expelled student may request that the board review the expulsion decisions. The student or parent must submit a written request to the superintendent within seven days after receipt of the written decision. The superintendent must provide the student or parent written notice of the date, time, and place of the meeting at which the board will review the decision.

The board shall review the record of the expulsion hearing in a closed meeting unless the parent requests in writing that the matter be held in an open meeting. The board may also hear a statement from the student or parent and from the board's designee.

The board shall hear statements made by the parties at the review and will base its decision on evidence reflected in the record and any statements made by the parties at the review. The board shall make and communicate its decision orally at the conclusion of the presentation. Consequences shall not be deferred pending the outcome of the hearing.

Expulsion Order

After the due process hearing, if the student is expelled, the board or its designee shall deliver to the student and the student's parent a copy of the order expelling the student.

Not later than the second business day after the hearing, the district shall deliver to the juvenile court a copy of the expulsion order and the information required by Section 52.04 of the Family Code.

If the length of the expulsion is inconsistent with the guidelines included in the Student Code of Conduct, the expulsion order shall give notice of the inconsistency.

Length of Expulsion

The length of an expulsion shall be correlated to the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, and statutory requirements.

The duration of a student's expulsion shall be determined on a case-by-case basis. The maximum period of expulsion is one calendar year except as provided below.

An expulsion may not exceed one year unless, after review, the district determines that:

1. The student is a threat to the safety of other students or to district employees, or
2. Extended expulsion is in the best interest of the student.

State and federal law require a student to be expelled from the regular classroom for a period of at least one calendar year for bringing a firearm, as defined by federal law, to school. However, the superintendent may modify the length of the expulsion on a case-by-case basis.

Students who commit offenses that require expulsion at the end of one school year may be expelled into the next school year to complete the term of expulsion.

Withdrawal during Process

When a student has violated the district's Code in a way that requires or permits expulsion from the district and the student withdraws from the district before the expulsion hearing takes place, the district may conduct the hearing after sending written notice to the parent and student.

If the student then reenrolls in the district during the same or subsequent school year, the district may enforce the expulsion order at that time, less any expulsion period that has been served by the student during enrollment in another district.

If the appropriate administrator or the board fails to issue an expulsion order after the student withdraws, the next district in which the student enrolls may complete the proceedings.

Additional Misconduct

If during the expulsion, the student engages in additional conduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the appropriate administrator or the board may issue an additional disciplinary order as a result of those proceedings.

Restrictions during Expulsion

Expelled students are prohibited from being on school grounds or attending school-sponsored or school-related activities during the period of expulsion.

No district academic credit shall be earned for work missed during the period of expulsion unless the student is enrolled in a JJAEP or another district-approved program.

Newly Enrolled Students

The district shall continue the expulsion of any newly enrolled student expelled from another district or an open-enrollment charter school until the period of the expulsion is completed.

If a student expelled in another state enrolls in the district, the district may continue the expulsion under the terms of the expulsion order, may place the student in a DAEP for the period specified in the order, or may allow the student to attend regular classes if:

1. The out-of-state district provides the district with a copy of the expulsion order, and
2. The offense resulting in the expulsion is also an expellable offense in the district in which the student is enrolling.

If a student is expelled by a district in another state for a period that exceeds one year and the district continues the expulsion or places the student in a DAEP, the district shall reduce the period of the expulsion or DAEP placement so that the entire period does not exceed one year, unless after a review it is determined that:

1. The student is a threat to the safety of other students or district employees, or
2. Extended placement is in the best interest of the student.

Emergency Expulsion Procedures

When an emergency expulsion occurs, the student shall be given verbal notice of the reason for the action. Within ten days after the date of the emergency expulsion, the student shall be given appropriate due process required for a student facing expulsion.

DAEP Placement of Expelled Students

The district may provide educational services to any expelled student in a DAEP; however, educational services in the DAEP must be provided if the student is less than ten years of age.

Glossary

The glossary provides legal definitions and locally established definitions and is intended to assist in understanding terms related to the Student Code of Conduct.

Abuse is improper or excessive use.

Aggravated robbery is defined in part by Texas Penal Code 29.03(a) when a person commits robbery and:

1. Causes serious bodily injury to another;
2. Uses or exhibits a deadly weapon; or
3. Causes bodily injury to another person or threatens or places another person in fear of imminent bodily injury or death, if the other person is:
 - a. 65 years of age or older, or
 - b. A disabled person.

Armor-piercing ammunition is handgun ammunition used in pistols and revolvers and designed primarily for the purpose of penetrating metal or body armor.

Arson is:

1. A crime that involves starting a fire or causing an explosion with intent to destroy or damage:
 - a. Any vegetation, fence, or structure on open-space land; or
 - b. Any building, habitation, or vehicle:
 - 1) Knowing that it is within the limits of an incorporated city or town,
 - 2) Knowing that it is insured against damage or destruction,
 - 3) Knowing that it is subject to a mortgage or other security interest,
 - 4) Knowing that it is located on property belonging to another,
 - 5) Knowing that it has located within it property belonging to another, or
 - 6) When the person starting the fire is reckless about whether the burning or explosion will endanger the life of some individual or the safety of the property of another.
2. A crime that involves recklessly starting a fire or causing an explosion while manufacturing or attempting to manufacture a controlled substance and the fire or explosion damages any building, habitation, or vehicle; or
3. A crime that involves intentionally starting a fire or causing an explosion and in so doing:
 - a. Recklessly damages or destroys a building belonging to another, or
 - b. Recklessly causes another person to suffer bodily injury or death.

Assault is defined in part by Texas Penal Code §22.01(a)(1) as intentionally, knowingly, or recklessly causing bodily injury to another; §22.01(a)(2) as intentionally or knowingly threatening another with imminent bodily injury; and §22.01(a)(3) as intentionally or knowingly causing physical contact with another that can reasonably be regarded as offensive or provocative.

Bullying is when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the district and a school district's board of trustees or the board's designee determines that the behavior:

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

This conduct is considered bullying if it:

1. Exploits an imbalance of power between the student perpetrator who is engaging in bullying and the student victim through written or verbal expression or physical conduct; and
2. Interferes with a student's education or substantially disrupts the operation of a school.

Chemical dispensing device is a device designed, made, or adapted for the purpose of causing an adverse psychological or physiological effect on a human being. A small chemical dispenser sold commercially for personal protection is not in this category.

Club is an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death. A blackjack, mace, and tomahawk are in the same category.

Criminal street gang is three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of criminal activities.

Cyberbullying is the use of any electronic communication device to engage in bullying or intimidation.

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control another person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense, as defined by Section 71.0021 of the Family Code.

Deadly conduct occurs when a person recklessly engages in conduct that places another in imminent danger of serious bodily injury, such as knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

Deferred adjudication is an alternative to seeking a conviction in court that may be offered to a juvenile for delinquent conduct or conduct indicating a need for supervision.

Deferred prosecution may be offered to a juvenile as an alternative to seeking a conviction in court for delinquent conduct or conduct indicating a need for supervision.

Delinquent conduct is conduct that violates either state or federal law and is punishable by imprisonment or confinement in jail. It includes conduct that violates certain juvenile court orders, including probation orders, but does not include violations of traffic laws.

Discretionary means that something is left to or regulated by a local decision maker.

Explosive weapon is any explosive or incendiary bomb, grenade, rocket, or mine and its delivery mechanism that is designed, made, or adapted for the purpose of inflicting serious bodily injury, death, or substantial property damage, or for the principal purpose of causing such a loud report as to cause undue public alarm or terror.

False Alarm or Report occurs when a person knowingly initiates, communicates, or circulates a report of a present, past, or future bombing, fire, offense, or other emergency that he or she knows is false or baseless and that would ordinarily:

1. Cause action by an official or volunteer agency organized to deal with emergencies;
2. Place a person in fear of imminent serious bodily injury; or
3. Prevent or interrupt the occupation of a building, room, or place of assembly.

Firearm silencer means any device designed, made, or adapted to muffle the report of a firearm.

Graffiti are markings with paint, an indelible pen or marker, or an etching or engraving device on tangible property without the effective consent of the owner. The markings may include inscriptions, slogans, drawings, or paintings.

Harassment is:

1. Conduct that meets the definition established in district policies DIA(LOCAL) and FFH(LOCAL); or
2. Conduct that threatens to cause harm or bodily injury to another student, is sexually intimidating, causes physical damage to the property of another student, subjects another student to physical confinement or restraint, or maliciously and substantially harms another student's physical or emotional health or safety.

Hazing is an intentional or reckless act, on or off campus, by one person alone or acting with others, that endangers the mental or physical health or safety of a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in an organization.

Hit list is a list of people targeted to be harmed, using a firearm, a knife, or any other object to be used with intent to cause bodily harm.

Knuckles are any instrument consisting of finger rings or guards made of a hard substance and designed or adapted for inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

Machine gun is any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

Mandatory means that something is obligatory or required because of an authority.

Paraphernalia are devices that can be used for inhaling, ingesting, injecting, or otherwise introducing a controlled substance into a human body.

Possession means to have an item on one's person or in one's personal property, including but not limited to clothing, purse, or backpack; a private vehicle used for transportation to or from school or school-related activities, including but not limited to an automobile, truck, motorcycle, or bicycle; telecommunications or electronic devices; or any other school property used by the student, including but not limited to a locker or desk.

Public school fraternity, sorority, secret society, or gang means an organization composed wholly or in part of students that seeks to perpetuate itself by taking additional members from the students enrolled in school based on a decision of its membership rather than on the free choice of a qualified student. Educational organizations listed in Section 37.121(d) of the Education Code are excepted from this definition.

Reasonable belief is a determination made by the superintendent or designee using all available information, including the information furnished under Article 15.27 of the Code of Criminal Procedure.

Self-defense is the use of force against another to the degree a person reasonably believes the force is immediately necessary to protect himself or herself.

Serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or
4. Conduct that constitutes the offense of:
 - a. Public lewdness under Section 21.07, Penal Code;
 - b. Indecent exposure under Section 21.08; Penal Code;
 - c. Criminal mischief under Section 28.03, Penal Code;
 - d. Personal hazing under Section 37.152; or
 - e. Harassment under Section 42.07(a)(1), Penal Code, of a student or district employee.

Serious or persistent misbehavior includes but is not limited to:

- Behavior that is grounds for permissible expulsion or mandatory DAEP placement.
- Behavior identified by the district as grounds for discretionary DAEP placement.
- Actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Refusal to attempt or complete school work as assigned.
- Insubordination.
- Profanity, vulgar language, or obscene gestures.
- Leaving school grounds without permission.
- Falsification of records, passes, or other school-related documents.
- Refusal to accept discipline assigned by the teacher or principal.

Short-barrel firearm is a rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun that, as altered, has an overall length of less than 26 inches.

Terroristic threat is a threat of violence to any person or property with intent to:

1. Cause a reaction of any type by an official or volunteer agency organized to deal with emergencies;
2. Place any person in fear of imminent serious bodily injury;
3. Prevent or interrupt the occupation or use of a building; room, place of assembly, or place to which the public has access; place of employment or occupation; aircraft, automobile, or other form of conveyance; or other public place;
4. Cause impairment or interruption of public communications, public transportation, public water, gas, or power supply or other public service;
5. Place the public or a substantial group of the public in fear of serious bodily injury; or
6. Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the district).

Tire deflation device is defined in part by Section 46.01 of the Penal Code as a device, including a caltrop or spike strip, that, when driven over, impedes or stops the movement of a wheeled vehicle by puncturing one or more of the vehicle's tires.

Title 5 offenses are those that involve injury to a person and include murder; kidnapping; assault; aggravated assault; sexual assault; aggravated sexual assault; unlawful restraint; indecency with a child; injury to a child, an elderly person, or a disabled person; abandoning or endangering a child; deadly conduct; terroristic threat; aiding a person to commit suicide; and tampering with a consumer product. [See FOC(EXHIBIT)]

Under the influence means lacking the normal use of mental or physical faculties. Impairment of a person's physical or mental faculties may be evidenced by a pattern of abnormal or erratic behavior, the presence of physical symptoms of drug or alcohol use, or by admission. A student "under the influence" need not be legally intoxicated to trigger disciplinary action.

Use means voluntarily introducing into one's body, by any means, a prohibited substance.

Zip gun is a device or combination of devices, not originally a firearm, but adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.

Index

- admission, review, and dismissal (ARD)
 - committee, 9, 22
- appeals process
 - board review of expulsion, 29
 - DAEP appeals, 18, 20
 - discipline management techniques, 10
 - sex offender registry, 22
- attendance, 4
- authority of the district, 2
- board of trustees, 1
- campus rules, 4, 8
- cell phones. *See* electronic devices.
- cheating. *See* prohibited behavior.
- classroom rules, 4, 8
- computers, 7
 - abusive behavior, 8
 - breach of security, 7
 - cyberbullying, 8
 - hacking/cracking, 7
 - illegal activity, 8
 - online impersonation, 8
 - threatening behavior, 8
 - vandalism, 7*See also* technology resources.
- confiscation of student property
 - confiscation of property. *See* discipline management techniques.
- corporal punishment. *See* discipline management techniques.
- counseling, 9
- courtesy, 4
- crimes
 - aggravated robbery, 6, 15, 16, 23, 25
 - breach of security, 7, 25
 - criminal mischief, 2, 6, 15, 25
 - criminal proceedings and placement in DAEP, 19
 - felonies, 2, 6, 15, 16, 19, 22, 23, 25, 26, 28
 - reporting, 2
 - Title 5 offenses, 15, 16, 23, 36
 - expulsion and placement, 23
 - hearing and required findings, 23
 - length of placement, 23
 - newly enrolled students, 24
- delinquent conduct, 16, 19, 23, 33
- demonstrations, 8
- detention. *See* discipline management techniques.
- disciplinary alternative education program (DAEP), 14, 22
 - appeals. *See* appeals process.
 - coursework notice, 17
 - discretionary placement, 15
 - elementary school students, 14
 - emergency placement, 16, 21
 - extracurricular activities, 18
 - grade classification, 14
 - graduation, 19
 - length of placement, 17
 - mandatory placement, 15
 - 300 foot rule, 15
 - notice of criminal proceedings, 19
 - placement review, 19
 - pre- and post-assessments, 17
 - process, 16
 - restrictions during placement, 18
 - summer programs, 14
 - transportation, 18, 19
 - under age six, 16
 - under age ten, 16
- discipline management techniques, 9
 - alternative educational setting, 10
 - appeals. *See* appeals process.
 - behavioral contracts, 9
 - bus privileges, 10, 11
 - confiscation of property, 9
 - corporal punishment, 10
 - counseling, 9
 - criminal prosecution, 10
 - DAEP. *See* disciplinary alternative education program (DAEP).
 - demerits, 9
 - detention, 10
 - expulsion. *See* expulsion.
 - extracurricular organizations, 10
 - grade reductions, 10
 - in-school suspension, 10
 - loss of privileges, 10
 - notification, 10

- out-of-school suspension, 10
- probation, 10
- referral. *See* routine referral.
- refusal to accept, 5
- rewards, 9
- school duties, 10
- students with disabilities, 9
- time-out, 9
- dress code, 4, 8
- drugs, 7
 - marijuana, 7
 - over-the-counter, 7
 - paraphernalia, 7
 - prescription, 7
 - under the influence, 7
- electronic devices, 6, 7
- expulsion, 25
 - 300 foot rule, 25
 - additional misconduct, 30
 - and DAEP placement, 31
 - emergency, 28, 31
 - for serious misbehavior committed while in DAEP, 26
 - length, 30
 - mandatory, 27
 - newly enrolled students, 31
 - process, 28
 - restrictions, 30
 - under age six, 28
 - under age ten, 28
 - withdrawal during process, 30
- falsification of records, 8, 35
- formal removal from class, 12
 - returning student to the classroom, 12
- fraternity, 14, 35
- gangs, 14, 15, 33, 35
- gender-based harassment, 5, *See also* prohibited behavior.
- graduation
 - participation, 3
 - participation, 19
- inspections, 2
- jurisdiction of the district, 2
 - 300 foot rule, 2
- juvenile justice alternative education program (JJAEP), 22, 23, 30
- laser pointers, 6
- lunch period, 2
- nonresident student, 2
- parent-teacher conferences, 10
- placement review committee, 12, 22
- plagiarism. *See* prohibited behavior: cheating.
- posting
 - of the Student Code of Conduct, 1
- preparation for class, 4
- prohibited behavior, 8
 - 300 foot rule, 15, 25
 - alcohol, 15, 26
 - assault, 5, 12, 15, 16, 19, 25, 26, 36
 - at another district, 26
 - blackmail, 5
 - bullying, 5
 - cheating, 8
 - coercion, 5
 - cyberbullying, 8
 - dating violence, 5
 - deadly conduct, 26
 - drugs, 15, 25
 - false accusations, 8
 - false alarm, 15, 25
 - fighting, 5
 - fire extinguishers discharged without cause, 8
 - forgery. *See* falsification of records.
 - gambling, 8
 - gender-based harassment, 5
 - graffiti, 6
 - harassment, 5
 - hazing, 5
 - hit lists, 5
 - hoaxes, 8
 - inappropriate conduct, 5
 - inciting violence, 8
 - indecent exposure, 5, 16
 - insubordination, 5
 - leaving school grounds, 5
 - misuse of technology resources, 7
 - on school buses, 5
 - online impersonation, 8
 - profanity, 5
 - recording without consent, 6

- repeated offenses, 8
- robbery, 6
- sexting, 8
- sexual abuse, 5
- sexual assault, 17
- sexual harassment, 5
- stealing, 6
- terroristic threat, 15, 25, 36
- theft, 6
- threats, 5, 8
- throwing objects, 8
- under the influence, 25
- vandalism, 6
- volatile chemicals, 15, 26
- prohibited items
 - air guns, 6
 - alcohol, 28
 - ammunition, 6
 - clubs, 26, 27
 - drugs, 28
 - firearms, 16, 26, 27
 - fireworks, 6
 - knives, 26, 27
 - lighters, 6
 - mace, 6
 - matches, 6
 - other dangerous items, 6, 26
 - other weapons, 28
 - pepper spray, 6
 - pornography, 6
 - stun guns, 6
 - tire deflation device, 28
 - tobacco, 6
- property, 4
- protests. *See* demonstrations.
- removal from the regular educational setting, 12
- respect, 4
- retaliation, 2, 16, 25, 28
- routine referral, 12
- safety, 4, 8
- searches
 - desks, 2
 - lockers, 2
 - vehicles, 2
- secret society, 14, 35
- self-defense, 13, 14, 25
- self-discipline, 4
- serious misbehavior, 26
- sex offender, 2, 22
 - appeal of placement as a registered sex offender, 22
 - newly enrolled student, 22
- sexual abuse, 5, *See also* prohibited behavior.
- sexual harassment, 5, *See also* prohibited behavior.
- smart phones. *See* electronic devices.
- sorority, 14, 35
- special education, 9
- standards for student conduct, 4
- student handbook
 - conflict with Student Code of Conduct, 1
- students with disabilities, 1, 22
 - discipline management techniques, 9
 - transportation while in DAEP, 18
- suspension
 - in-school. *See* discipline management techniques.
 - out-of-school, 10, 13
- technology resources
 - district policy, 7
 - See also* computers.
- telecommunications devices. *See* electronic devices.
- time-out. *See* discipline management techniques.
- Title 5 offenses. *See* crimes.
- transfers
 - campus assignments, 16
 - revoked, 2
- transportation, 2
 - discipline management techniques, 10
 - rules for conduct, 5
 - while in DAEP, 18, 19



Lago Vista

Independent School District

**Employee
Handbook
2014-2015**

Table of contents

Introduction	6
District Information	
Description of the district.....	7
Mission statement, goals, and objectives	7
Board of trustees.....	8
Administration.....	9
School calendar	10
Helpful contacts.....	10
Employment	
Equal employment opportunity.....	11
Job vacancy announcements	11
Employment after retirement	11
Contract and non-contract employment	11
Searches and alcohol and drug testing	12
Health safety training	13
Reassignments and transfers	13
Workload and work schedules	14
Notification to parents regarding qualifications.....	14
Outside employment and tutoring.....	15
Performance evaluation.....	15
Employee involvement.....	15
Staff development	16
Duty Day	16
Compensation and Benefits	
Salaries, wages, and stipends	16
Annualized compensation.....	17
Paychecks.....	17
Automatic payroll deposit.....	17
Payroll deductions	17
Overtime compensation.....	18
Travel expense reimbursement.....	18
Health, dental, and life insurance	18
Supplemental insurance benefits.....	19
Cafeteria plan benefits (Section 125).....	19
Workers' compensation insurance	19
Unemployment compensation insurance	20
Teacher retirement.....	20
Other benefit programs.....	20

Leaves and Absences

Personal leave.....	21
Non-discretionary leave	21
Discretionary leave	21
Limits on discretionary leave	21
State sick leave	22
Local leave	22
Local leave buy back policy.....	22
Extended leave	22
Local sick leave pool.....	23
Family and medical leave (FML).....	23
Basic leave entitlement	23
Military family leave entitlements	23
Benefits and protections.....	23
Eligibility requirements	23
Definition of serious health condition.....	23
Use of leave.....	23
Substitution of paid leave for unpaid leave.....	23
Employee responsibilities	23
Employer responsibilities.....	24
Unlawful acts by employers.....	25
Enforcement.....	25
Local FML provisions.....	26
Use of paid leave.....	26
Combined leave for spouses	26
Intermittent leave	26
District contact.....	26
Temporary disability	26
Certified employees	26
Workers' compensation benefits.....	27
Assault leave	27
Bereavement leave	27
Jury duty.....	27
Other court appearances	28
Military leave	28
Paid leave for military service	28
Re-employment after military leave	28
Continuation of health insurance	28

Employee Relations and Communications

Employee recognition and appreciation.....	29
District communications	29

Complaints and Grievances..... 29

Employee Expectations, Conduct, and Welfare

Standards of conduct	30
----------------------------	----

Employee dress	33
Cell phones & personal electronic devices	33
Electronic and/or social media with students	33
Discrimination, harassment, and retaliation	34
Harassment of students.....	34
Alcohol and drug-abuse prevention	35
Reporting suspected child abuse	35
Fraud and financial impropriety	36
Conflict of interest.....	36
Gifts and favors	37
Associations and political activities	37
Safety program	37
Tobacco use.....	38
Criminal history background checks.....	38
Employee arrests and convictions	38
Possession of firearms and weapons	39
Visitors in the workplace.....	39
Copyrighted materials	39
Computer use and data management.....	39
Asbestos management plan	40
Pest control treatment.....	40

General procedures

Absence from duty	41
Absence due to illness.....	41
Bad weather closing	41
Building & facility use	42
Building & classroom care.....	42
Summertime preparation.....	42
Campus safety	43
Keys	43
Campus doors.....	43
Visitors.....	43
Guest badges	43
Communication	44
Email	44
Meetings.....	44
Parent communication	44
Staff websites	45
Staff communication.....	45
Curriculum and instruction.....	45
Substitute preparation	45
Tutorials	46
Retest/reteach.....	46
Textbooks.....	46
Field trips	47
Instructional videos.....	47

Classroom celebrations	47
Emergencies	47
Fundraisers	48
Personnel records	48
Name and address changes	49
Purchasing procedures.....	49
Student attendance reporting.....	49
Student Grading.....	50
New students.....	50
Supervision of students	50
Duty.....	50
Hallways	51
Recess	51
Students staying after school	51
Student assistance with physical tasks.....	51
Students leaving early.....	51
Elementary transportation changes.....	51
Elementary student dismissal.....	52

Termination of employment

Resignations	53
Contract employees.....	53
Non-contract employees	53
Dismissal or non-renewal of contract employees	53
Dismissal of non-contract employees	53
Exit interviews and procedures	54
Reports to the Texas Education Agency	54
Reports concerning court-ordered withholding.....	54

Student issues

Equal educational opportunities	55
Student records.....	55
Parent and student complaints.....	55
Administering medication to students.....	56
Dietary supplements.....	56
Psychotropic drugs.....	56
Student discipline	56
Discipline referrals.....	57
Dress code.....	57
Student attendance.....	57
Bullying.....	58
Hazing	58

Index	58
Employee handbook receipt.....	62

Introduction

The purpose of this handbook is to provide information for employees of Lago Vista ISD that will help with questions and pave the way for a successful year. This document is not inclusive of all district policies and is provided to summarize those that are included. Suggestions for additions and improvements to this handbook are welcome and may be submitted to the superintendent's administrative assistant, Holly Jackson at holly_jackson@lagovista.txed.net.

Please note that this handbook is neither a contract nor a substitute for official district policy. Also, it is not intended to alter the at-will status of noncontract employees in any way. Rather, it is a guide to and a brief explanation of district policies and procedures related to employment. As district policies and procedures may change at any time, official policies shall supersede any handbook provisions that are not compatible with changes or adopted language. For more information, employees should refer to the policy codes that are associated with handbook topics, confer with their supervisor, or call the appropriate district department. District policies can be accessed on line at <http://www.tasb.org/policy/pol/private/227912>

District information

Lago Vista ISD is located in Travis County on the north shore of Lake Travis. LVISD is a 3A school district with approximately 1,350 students. Lago Vista Elementary is located on Dawn Drive and Lago Vista Middle School is located on Hwy 1431. Lago Vista High School is located on Lohman Ford Road. The LVISD Administration Building is adjacent to the middle school at the corner of Bar-K Ranch Road and Hwy 1431.

The district encompasses 35 square miles and serves students who reside in Lago Vista, Point Venture, and South Jonestown Hills.

District Mission

Lago Vista Independent School District will continue to establish a tradition of excellence by providing engaging curriculum and instruction that encourages collaboration, communication, and critical thinking, by leading educational innovation in technology and facilities, and by fostering community partnerships that create a community of learners dedicated to promoting high expectations and achievement for all students.

District Vision

Lago Vista Independent School District equips students for the rigors of the 21st century by preparing them for a global based digital economy.

Update! District Commitments

- We will maximize student achievement by providing educational programs that engage all students, by developing an extensive curriculum that emphasizes collaboration, critical thinking, and creativity, and by using high quality instructional strategies.
- We will prepare graduates for success in college and career by promoting leadership, digital citizenship, service, integrity, and character in a nurturing educational environment committed to high expectations for all students.
- We will attract and maintain high quality professionals by offering competitive pay and benefits and by determining and meeting their specific professional development needs.
- We will nurture partnerships with our families and community to ensure active involvement in promoting high expectations, strong values, and the academic achievement and success of all students.
- We will develop a sustainable and visionary approach to student facility enhancement focused on meeting the long-term needs of the district in an efficient, transparent, and collaborative manner.

Board of trustees

Policies BA, BB, BD, and BE series

Texas law grants the board of trustees the power to govern and oversee the management of the district's schools. The board is the policy-making body within the district and has overall responsibility for the curriculum, school taxes, annual budget, employment of the superintendent and other professional staff, and facilities. The board has complete and final control over school matters within limits established by state and federal law and regulations.

The board of trustees is elected by the citizens of the district to represent the community's commitment to a strong educational program for the district's children. Trustees are elected in May and serve three-year terms. Trustees serve without compensation, must be registered voters, and must reside in the district.

Current board members include:

- Jerrell Roque, President
- Stacy Eleuterius, Vice President
- Laura Vincent, Secretary
- Sharon Abbott
- Scott Berentsen
- Tom Rugel
- David Scott

The board usually meets the third Monday of the month at 6:00pm in the board room of Viking Hall. In the event that large attendance is anticipated, the board may meet in the cafeteria at Viking Hall. Special meetings may be called when necessary. A written notice of regular and special meetings will be posted on the District website at least 72 hours before the scheduled meeting time. The written notice will show the date, time, place, and subjects of each meeting. In emergencies, a meeting may be held with a two-hour notice.

All meetings are open to the public. In certain circumstances, Texas law permits the board to go into a closed session from which the public and others are excluded. Closed session may occur for such things as discussing prospective gifts or donations, real-property acquisition, certain personnel matters including employee complaints, security matters, student discipline, or consulting with attorneys regarding pending litigation. Upcoming agendas are posted on the district website.

Administration

Superintendent	TBA
Assistant Superintendent for Finance & Operations	Henri Gearing henri_gearing@lagovista.txed.net
Director of Curriculum & Instruction	Dr. Suzy Lofton suzy_lofton@lagovista.txed.net
Director of Facilities (Aramark)	Eddie Gandara eddie_gandara@lagovista.txed.net
Director of Food Service (Aramark)	Maria Manzo maria_manzo@lagovista.txed.net
Director of Maintenance	Mark Beall mark_beall@lagovista.txed.net
Director of Special Education	Teresa Smith teresa_smith@lagovista.txed.net
Director of Technology	Shelby Womack shelby_womack@lagovista.txed.net
Director of Transportation (Goldstar Transit)	Jay Powell jay_powell@lagovista.txed.net
Athletic Director	Alan Haire alan_haire@lagovista.txed.net
Payroll/PIEMS Coordinator	Joy Smith joy_smith@lagovista.txed.net
Assistant to the Superintendent	Holly Jackson holly_jackson@lagovista.txed.net
Elementary Principal	Michelle Jackson michelle_jackson@lagovista.txed.net
Elementary Assistant Principal	Stacie Davis stacie_davis@lagovista.txed.net
Middle School Principal	Paul Thailing paul_thailing@lagovista.txed.net

Middle School Asst. Principal

Justin Walker
justin_walker@lagovista.txed.net

High School Principal

Heather Stoner
heather_stoner@lagovista.txed.net

High School Assistant Principal

Eric Holt
eric_holt@lagovista.txed.net

School Calendar

The school calendar is posted on the district website at www.lagovistaisd.net

Helpful contacts

From time to time, employees have questions or concerns. If those questions or concerns cannot be answered by supervisors or at the campus or department level, the employee is encouraged to contact the appropriate department as listed below.

Payroll	Joy Smith	Athletics	Alan Haire
Purchasing.....	Sara Ruiz	District Website	Holly Jackson
Food Service	Maria Manzo	Eduphoria.....	Holly Jackson
Insurance	Henri Gearing	Maintenance.....	Mark Beall
Leave	Joy Smith	Facilities.....	Eddie Gandara
Technology	Shelby Womack	District Vehicles.....	Sara Ruiz
Testing.....	Suzy Lofton	Bus Transportation.....	Jay Powell
Federal Programs	Suzy Lofton		

Employment

Equal employment opportunity

Policies DAA, DIA

The Lago Vista ISD does not discriminate against any employee or applicant for employment because of race, color, religion, sex, national origin, age, disability, military status, genetic information, or on any other basis prohibited by law. Employment decisions will be made on the basis of each applicant's job qualifications, experience, and abilities.

Employees with questions or concerns relating to discrimination on any of the basis listed above should contact their campus principal or immediate supervisor.

Job vacancy announcements

Policy DC

Announcements of job vacancies by position and location are distributed on a regular basis and posted at the central administration building, campus offices, and/or the district's Web site.

Employment after retirement

Policy DC

Individuals receiving retirement benefits from the Teacher Retirement System (TRS) may be employed in limited circumstances on a full- or part-time basis without affecting their benefits, according to TRS rules and state law. Detailed information about employment after retirement is available in the TRS publication *Employment After Retirement*. Employees can contact TRS for additional information by calling 800-223-8778 or 512-542-6400. Information is also available on the TRS Web Site (www.trs.state.tx.us).

Contract and noncontract employment

Policies DC, DCA, DCB, DCC, DCD, DCE

State law requires the district to employ all full-time professional employees in positions requiring a certificate from State Board for Educator Certification (SBEC) and nurses under probationary, term, or continuing contracts. Employees in all other positions are employed at-will or by a contract that is not subject to the procedures for nonrenewal or termination under Chapter 21 of the Texas Education Code. The paragraphs that follow provide a general description of the employment arrangements used by the district.

Probationary contracts. Nurses and full-time professional employees new to the district and employed in positions requiring SBEC certification must receive a probationary con-

tract during their first year of employment. Former employees who are hired after at least a two-year lapse in district employment also may be employed by probationary contract. Probationary contracts are one-year contracts. The probationary period for those who have been employed as a teacher in public education for at least five of the eight years preceding employment with the district may not exceed one school year. For those with less experience, the probationary period will be three school years (i.e., three one-year contracts) with an optional fourth school year if the board determines it is doubtful whether a term or continuing contract should be given.

Term and continuing contracts. Full-time professionals employed in positions requiring certification and nurses will be employed by term contracts after they have successfully completed the probationary period. Campus principals and central office administrators are employed under two year term contracts. The terms and conditions of employment are detailed in the contract and employment policies. All employees will receive a copy of their contract and employment policies. Employee handbook may be accessed through district's website.

Noncertified professional and administrative employees. A limited number of employees in professional and administrative positions that do not require SBEC certification (such as non-instructional administrators) are employed by a one-year contract that is not subject to the provisions for nonrenewal or termination under the Texas Education Code. Some of our employees in professional and administrative positions that do not require SBEC certification are not employed by contract. Employment is not for any specified term and may be terminated at any time by either the employee or the district.

Paraprofessional and auxiliary employees. All paraprofessional and auxiliary employees, regardless of certification, are employed at will and not by contract. Employment is not for any specified term and may be terminated at any time by either the employee or the district.

Searches and alcohol and drug testing

Policy DHE

Non-investigatory searches in the workplace, including accessing an employee's desk, file cabinets, or work area to obtain information needed for usual business purposes may occur when an employee is unavailable. Therefore, employees are hereby notified that they have no legitimate expectation of privacy in those places. In addition, the district reserves the right to conduct searches when there is reasonable cause to believe a search will uncover evidence of work-related misconduct. Such an investigatory search may include drug and alcohol testing if the suspected violation relates to drug or alcohol use.

The district may search the employee, the employee's personal items, work areas, including district-owned computers, lockers, and private vehicles parked on district premises or work sites or used in district business.

Employees required to have a commercial driver's license. Any employee whose duties require a commercial driver's license (CDL) is subject to drug and alcohol testing. This includes all drivers who operate a motor vehicle designed to transport 16 or more people, counting the driver; drivers of large vehicles; or drivers of vehicles used in the transportation of hazardous materials. Teachers, coaches, or other employees who primarily perform duties other than driving are subject to testing requirements when their duties include driving.

Drug testing will be conducted before an individual assumes driving responsibilities. Alcohol and drug tests will be conducted if reasonable suspicion exists, at random, when an employee returns to duty after engaging in prohibited conduct, and as a follow-up measure. Testing may be conducted following accidents. Return-to-duty and follow-up testing will be conducted if an employee who has violated the prohibited alcohol conduct standards or tested positive for alcohol or drugs is allowed to return to duty.

All employees who are required to have a CDL or who are otherwise subject to alcohol and drug testing, will receive a copy of the district's policy, the testing requirements, and detailed information on alcohol and drug abuse and the availability of assistance programs. Employees with questions or concerns relating to alcohol and drug policies and related educational material should contact the superintendent.

Health safety training

Policies DBA, DMA

Certain employees who are involved in physical activities for students must maintain and submit to the district proof of current certification or training in first aid, cardiopulmonary-nary resuscitation (CPR), the use of an automated external defibrillator (AED), concussion and extracurricular athletic activity safety. Certification or documentation of training must be issued by the American Red Cross, the American Heart Association, University Interscholastic League, or another organization that provides equivalent training and certification. Employees subject to this requirement must submit their certification or documentation to Holly Jackson.

Reassignments and transfers

Policy DK

All personnel are subject to assignment and reassignment by the superintendent or designee when the superintendent or designee determines that the assignment or reassignment is in the best interest of the district. Reassignment is a transfer to another position, department, or facility that does not necessitate a change in the employment contract.

Campus reassignments must be approved by the principal at the receiving campus except when reassignments are due to enrollment shifts or program changes. Extracurricular or supplemental duty assignments may be reassigned at any time unless an extracurricular or supplemental duty assignment is part of a dual-assignment contract. Employees who

object to a reassignment may follow the district process for employee complaints as outlined in this handbook and district policy DGBA (Local).

An employee with the required qualifications for a position may request a transfer to another campus or department. A written request for transfer must be completed and signed by the employee and the employee's supervisor. A teacher requesting a transfer to another campus before the school year begins must submit his or her request by May 1.

Requests for transfer during the school year will be considered only when the change will not adversely affect students and after a replacement has been found. All transfer requests will be coordinated by the Superintendent's office and must be approved by the receiving supervisor.

Workload and work schedules

Policies DEA, DL

Professional employees. Professional employees and academic administrators are exempt from overtime pay and are employed on a 10, 11, or 12-month basis, according to the work schedules set by the district. A school calendar is adopted each year designating the work schedule for teachers and all school holidays. Notice of work schedules including required days of service and scheduled holidays will be distributed each school year.

Classroom teachers will have planning periods for instructional preparation, including conferences. The schedule of planning periods is set at the campus level but must provide at least 450 minutes within each two-week period in blocks not less than 45 minutes. Teachers and librarians are entitled to a duty-free lunch period of at least 30 minutes. The district may require teachers to supervise students during lunch one day a week when no other personnel are available.

Paraprofessional and auxiliary employees. Support employees are employed at will and will receive notification of the required duty days, holidays, and hours of work for their position on an annual basis. Paraprofessional and auxiliary employees are not exempt from overtime and are not authorized to work in excess of their assigned schedule without prior approval from their supervisor.

Notification to parents regarding qualifications

Policies DK, DBA

In schools receiving Title I funds, the district is required by the No Child Left Behind Act (NCLB) to notify parents at the beginning of each school year that they may request information regarding the professional qualifications of their child's teacher. NCLB also requires that parents be notified if their child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.

Texas law also requires that parents be notified if their child is assigned for more than 30 consecutive instructional days to a teacher who does not hold an appropriate teaching certificate. This notice is not required if parental notification under NCLB is sent. Inappropriately certified or uncertified teachers include individuals on an emergency permit (including individuals waiting to take a certification exam) or individuals who do not hold any certificate or permit. Information relating to teacher certification will be made available to the public upon request. Employees who have questions about their certification status can call the assistant superintendent.

Outside employment and tutoring

Policy DBD

Employees are required to disclose in writing to their immediate supervisor any outside employment that may create a potential conflict of interest with their assigned duties and responsibilities or the best interest of the district. Supervisors will consider outside employment on a case-by-case basis and determine whether it should be prohibited because of a conflict of interest.

Performance evaluation

Policies DN, DNA, DNB

Evaluation of an employee's job performance is a continuous process that focuses on improvement. Performance evaluation is based on an employee's assigned job duties and other job-related criteria. All employees will participate in the evaluation process with their assigned supervisor. Eligible teachers shall be appraised every three years. Written evaluations will be completed on forms approved by the district. Reports, correspondence, and memoranda also can be used to document performance information. All employees will receive a copy of their written evaluation, have a performance conference with their supervisor, and get the opportunity to respond to the evaluation.

Employee involvement

Policies BQA, BQB

At both the campus and district levels, Lago Vista ISD offers opportunities for input in matters that affect employees and influence the instructional effectiveness of the district. As part of the district's planning and decision-making process, employees are elected to serve on district- or campus-level advisory committees. Plans and detailed information about the shared decision-making process are available in each campus office or from the superintendent.

Staff development

Policy DMA

Staff development activities are organized to meet the needs of employees and the district. Staff development for instructional personnel is predominantly campus-based, related to achieving campus performance objectives, addressed in the campus improvement plan, and approved by a campus-level advisory committee. Staff development for non-instructional personnel is designed to meet specific licensing requirements (e.g., bus drivers) and continued employee skill development.

Individuals holding renewable SBEC certificates are responsible for obtaining the required training hours and maintaining appropriate documentation.

Duty Day

Unless authorized by the superintendent or designee, all employees must work a duty day from 7:30 a.m. until 4:00 p.m. Employees will be docked a full day if they leave prior to 11:30 a.m. If an employee leaves between 11:30 a.m. and 2:00 p.m. they will receive credit for a half a day.

In the event that a teacher leaves campus at any time during the working day, that teacher should advise the office, sign out, and indicate why he/she is leaving campus. Employees leaving and returning to school during instruction time will be docked accordingly. It is the responsibility of the employee to find coverage.

Hourly staff must clock in and clock out. Hourly employees are expected to work eight-hour days. All hourly employees must clock in and out each day as well as in and out for lunch. Any hours over 40 per week must be approved BEFORE they are taken.

Compensation and benefits

Salaries, wages, and stipends

Policy DEA

Employees are paid in accordance with administrative guidelines and a pay structure established for each position. The district's pay plans are reviewed by the administration each year and adjusted as needed. All district positions are classified as exempt or non-exempt according to federal law. Professional employees and academic administrators are generally classified as exempt and are paid monthly salaries. They are not entitled to overtime compensation. Other employees are generally classified as non-exempt and are paid an hourly wage or salary and receive compensatory time or overtime pay for each overtime hour worked beyond 40 in a workweek. (See *Overtime Compensation*, page 18)

All employees will receive written notice of their pay and before the first paycheck of each fiscal school year. Classroom teachers, full-time librarians, full-time nurses, and full-time counselors will be paid no less than the minimum state salary schedule. Contract employees who perform extracurricular or supplemental duties may be paid a stipend in addition to their salary according to the district's extra-duty pay schedule.

Employees should contact the finance office for more information about the district's pay schedules or their own pay.

Annualized compensation

Policy DEA

The district pays all salaried employees over 12 months regardless of the number of months employed during the school year. Salaried employees will be paid in equal monthly or bimonthly payments, beginning with the first pay period of the school year. Employees that separate after the last day of instruction will continue to receive paychecks through the end of the summer.

Paychecks

All professional and salaried employees are paid monthly. Hourly employees are paid monthly. Paychecks will not be released to any person other than the district employee named on the check without the employee's **written** authorization.

An employee's payroll statement contains detailed information including deductions, withholding information, and the amount of leave accumulated.

The schedule of pay dates for the 2014-2015 school year will be as follows:

Sept 25, 2014	Jan 23, 2015	May 22
Oct 24	Feb 25	June 25
Nov 25	Mar 25	Jul 24
Dec. 19	Apr 24	Aug 25

Automatic payroll deposit

Employees can have their paychecks electronically deposited into a designated account. A notification period of 30 days is necessary to activate this service. Contact the payroll department for more information about the automatic payroll deposit service.

Payroll deductions

Policy CFEA

The district is required to make the following automatic payroll deductions:

- Teacher Retirement System of Texas (TRS) or Social Security employee contributions

- Federal income tax
- Medicare tax (applicable only to employees hired after March 31, 1986)

Other payroll deductions employees may elect include deductions for the employee's share of premiums for health, dental, life, and vision insurance; annuities; and higher education savings plans. Employees also may request payroll deduction for payment of membership dues to professional organizations. Salary deductions are automatically made for unauthorized or unpaid leave.

Overtime compensation

Policy DEA

The district compensates overtime for non-exempt employees in accordance with federal wage and hour laws. Only non-exempt employees (hourly employees and paraprofessional employees) are entitled to overtime compensation. **Non-exempt employees are not authorized to work beyond their normal work schedule without advance approval from their supervisor.**

Overtime is legally defined as all hours worked in excess of 40 hours in a workweek and is not measured by the day or by the employee's regular work schedule. Non-exempt employees that are paid on a salary basis are paid for a 40-hour work week and do not earn additional pay unless they work more than 40 hours. For the purpose of calculating overtime, a workweek begins at 12:01AM Sunday and ends at midnight on Saturday. Employees may be compensated for overtime at time-and-a-half rate with direct pay.

Travel expense reimbursement

Policy DEE

Before any travel expenses are incurred by an employee, the employee's supervisor, Assistant Superintendent and Superintendent must give approval. For approved travel, employees will be reimbursed for mileage (only if a district vehicle is unavailable for use) and other travel expenditures according to the current rate schedule established by the district. Employees must submit receipts, to the extent possible, to be reimbursed for expenses other than mileage.

Health, dental, and life insurance

Policy CRD

Group health insurance coverage is provided through TRS-ActiveCare, the statewide public school health insurance program. The district's contribution to employee insurance premiums is determined annually by the board of trustees. Employees eligible for health insurance coverage include the following:

- Employees who are active, contributing TRS members

- Employees who are not contributing TRS members and who are regularly scheduled to work at least 10 hours per week

TRS retirees who are enrolled in TRS-Care (retiree health insurance program) and employees who are not contributing TRS members who are regularly scheduled to work less than 10 hours per week are not eligible to participate in TRS-ActiveCare.

The insurance plan year is from September 1 through August 31. Current employees can make changes in their insurance coverage during open enrollment each spring. Detailed descriptions of insurance coverage, employee cost, and eligibility requirements are provided to all employees in a separate booklet. Employees should contact Henri Gearing for more information.

Supplemental insurance benefits

Policy CRD

At their own expense, employees may enroll in supplemental insurance programs. Premiums for these programs can be paid by payroll deduction. Employees should contact the payroll office for more information.

Cafeteria plan benefits (Section 125)

Employees may be eligible to participate in the Cafeteria Plan (Section 125) and, under IRS regulations, must either accept or reject this benefit. This plan enables eligible employees to pay certain insurance premiums on a pretax basis (i.e., disability, accidental death and dismemberment, cancer and dread disease, dental and additional term life insurance). A third-party administrator handles employee claims made on these accounts. New employees must accept or reject this benefit during their first month of employment. All employees must accept or reject this benefit on an annual basis and during the specified time period.

Workers' compensation insurance

Policy CRE

The district, in accordance with state law, provides workers' compensation benefits to employees who suffer a work-related illness or are injured on the job. The district has workers' compensation coverage from Edwards Risk Management. Benefits help pay for medical treatment and make up for part of the income lost while recovering. Specific benefits are prescribed by law depending on the circumstances of each case.

All work-related accidents or injuries should be reported immediately to your principal or supervisor. Employees who are unable to work because of a work-related injury will be notified of their rights and responsibilities under the Texas Labor Code. See *Workers' compensation benefits*, page 27 for information on use of paid leave for such absences.

Unemployment compensation insurance

Policy CRF

Employees who have been laid off or terminated through no fault of their own may be eligible for unemployment compensation benefits. Employees are not eligible to collect unemployment benefits during regularly scheduled breaks in the school year or the summer months if they have employment contracts or reasonable assurance of returning to service. Employees with questions about unemployment benefits should contact Henri Gearing.

Teacher retirement

Policy DEG

All personnel employed on a regular basis for at least four and one-half months are members of the Teacher Retirement System of Texas (TRS). Substitute's not receiving TRS service retirement benefits who work at least 90 days a year are also eligible for TRS membership and to purchase a year of creditable service. TRS provides members with an annual statement of their account showing all deposits and the total account balance for the year ending August 31, as well as an estimate of their retirement benefits.

Employees who plan to retire under TRS should notify Joy Smith in payroll and TRS as soon as possible. Information on the application procedures for TRS benefits is available from TRS at Teacher Retirement System of Texas, 1000 Red River Street, Austin, TX 78701-2698, or call 800-223-8778 or 512-542-6400. TRS information is also available on the Web (www.trs.state.tx.us). See page 11 for information on restrictions of employment of retirees in Texas public schools.

Other benefit programs

Additional benefits include:

- Employee Assistance Programs - Contact Henri Gearing.
- Tuition Free Attendance for children of non-resident employees - Contact campus secretary.
- In-district Child Care - Contact Tammy Moseley.

Leaves and absences

Policy DEC, DECA, DECB

The district offers employees paid and unpaid leaves of absence in times of personal need. This handbook describes the basic types of leave available and restrictions on leaves of absence. Employees who expect to be absent for an extended period of more than five days should call Joy Smith for information about applicable leave benefits, payment of insurance premiums, and requirements for communicating with the district.

Leave is available for the employee's use after the first day of employment. However, state personal and local Use of Leave is earned throughout the year. If an employee leaves the district before the end of the work year, the cost of any unearned leave days taken shall be deducted from the employee's final paycheck.

Employees must follow district and department or campus procedures to report or request any leave of absence and complete the appropriate form or certification. Any employee who is absent more than 5 days because of a personal or family illness must submit a medical certification from a qualified health care provider confirming the specific dates of the illness, the reason for the illness, and—in the case of personal illness—the employee's fitness to return to work.

Employees on an approved leave of absence other than family and medical leave may continue their insurance benefits at their own expense. Health insurance benefits for employees on paid leave and leave designated under the Family and Medical Leave Act will be paid by the district as they were prior to the leave. Otherwise, the district does not pay any portion of insurance premiums for employees who are on unpaid leave.

Personal leave

State law entitles all employees to five days of paid personal leave per year. Personal leave is earned at a rate of ½ day for every 18 days worked up to the statutory requirement of five days. A day of earned personal leave is equivalent to an assigned workday. State personal leave accumulates without limit, is transferable to other Texas school districts and generally transfers to education service centers. There are two types of personal leave: nondiscretionary and discretionary.

Nondiscretionary. Leave taken for personal or family illness, family emergency, a death in the family, or active military service is considered nondiscretionary leave. Reasons for this type of leave allows very little, if any advanced planning. Nondiscretionary leave will be granted to employees in the same manner as state sick leave.

Discretionary. Leave taken at an employee's discretion that can be scheduled in advance is considered discretionary leave. An employee wishing to take discretionary personal leave must submit a request to his or her principal or supervisor at least 24 hours in advance of the anticipated absence. The effect of the employee's absence on the educational program or department operations, as well as the availability of substitutes, will be considered by the principal or supervisor. Discretionary leave may not be taken for more than three consecutive days. **No more than 3 personal days may be used during any one semester or more than five personal days during the school year.**

Limits on Discretionary Leave

Discretionary leave shall not be allowed on the day before a school holiday, the day after a school holiday, bad weather days, days scheduled for end-of-semester or end-of-year exams, days scheduled for state testing or professional or staff development days. Exceptions include death in the family or a wedding (if you are in the wedding party).

Individuals taking leave on these days will be docked their daily rate (annual salary divided by number of contract days).

State Sick leave

Previously accumulated state sick leave is available for use and may be transferred to other school districts in Texas. State sick leave can be used only in half-day increments except when coordinated with family and medical leave taken on an intermittent or reduced-schedule basis or when coordinated with workers' compensation benefits.

State sick leave may be used for the following reasons only:

- Employee illness
- Illness in the employee's immediate family
- Family emergency (i.e., natural disasters or life-threatening situations)
- Death in the immediate family
- Active military service

Local leave

Professional employees earn an additional five equivalent workdays of local sick leave per school year, concurrently with state leave. Paraprofessionals and support staff shall earn at the rate of one-half workday for each 18 days of employment up to the maximum per school year established by Policy DEC (LOCAL).

Local leave buy back policy

Policy DEC (LOCAL)

Prior to the last instructional day of a school year, an employee may request that the District buy back up to five days of unused local leave earned during the current school year. The request shall be made on a form provided by the District and no changes shall be allowed once the request has been submitted. Days for which reimbursement is made shall be deducted from the employee's leave record. The usual deductions shall be made and payment shall be included in the July payroll check. For professional employees, the rate of reimbursement shall be \$75 per day; for paraprofessional and auxiliary employees, the rate of reimbursement shall be the employee's daily rate of pay up to \$50.

Extended leave

When an employee misses more days than they have accumulated through their local and State allocations, an extended leave benefit may be available to employees that meet criteria under the FMLA. Ten additional leave days will be provided, however the daily sub rate will be deducted from the daily rate.

Local sick leave pool

Policy DEC (LOCAL)

An additional thirty days are available to employees that exhaust the extended leave option. These additional days require donations from staff at a rate of one day per staff member.

Family and Medical Leave (FML)—general provisions

The following text is from the federal notice, *Employee Rights and Responsibilities Under the Family and Medical Leave Act*. Specific information that the district has adopted to implement the FML follows this general notice.

Basic leave entitlement. FML requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to eligible employees for the following reasons:

- For incapacity due to pregnancy, prenatal medical care or child birth;
- To care for the employee’s child after birth, or placement for adoption or foster care;
- To care for the employee’s spouse, son or daughter, or parent, who has a serious health condition; or
- For a serious health condition that makes the employee unable to perform the employee’s job.

Military family leave entitlements. Eligible employees with a spouse, son, daughter, or parent on active duty or call to active duty status in the National Guard or Reserves in support of a contingency operation may use their 12-week leave entitlement to address certain qualifying exigencies. Qualifying exigencies may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, and attending post-deployment reintegration briefings.

FML also includes a special leave entitlement that permits eligible employees to take up to 26 weeks of leave to care for a covered service member during a single 12-month period. A covered service member is a current member of the Armed Forces, including a member of the National Guard or Reserves, who has a serious injury or illness incurred in the line of duty on active duty that may render the service member medically unfit to perform his or her duties, for which the service member is undergoing medical treatment, recuperation, or therapy; or is in outpatient status; or is on the temporary disability retired list.

Benefits and protections. During FML leave, the employer must maintain the employee’s health coverage under any “group health plan” on the same terms as if the employee had continued to work. Upon return from FML leave, most employees must be restored to their original or equivalent positions with equivalent pay, benefits, and other employment terms.

Use of FML leave cannot result in the loss of any employment benefit that accrued prior to the start of an employee's leave.

Eligibility requirements. Employees are eligible if they have worked for a covered employer for at least one year, for 1,250 hours over the previous 12 months, and if at least 50 employees are employed by the employer within 75 miles.

Definition of serious health condition. A serious health condition is an illness, injury, impairment, or physical or mental condition that involves either an overnight stay in a medical care facility or continuing treatment by a health care provider for a condition that either prevents the employee from performing the functions of the employee's job, or prevents the qualified family member from participating in school or other daily activities.

Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than 3 consecutive calendar days combined with at least two visits to a health care provider or one visit and a regimen of continuing treatment, or incapacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

Use of leave. An employee does not need to use this leave entitlement in one block. Leave can be taken intermittently or on a reduced leave schedule when medically necessary. Employees must make reasonable efforts to schedule leave for planned medical treatment so as not to unduly disrupt the employer's operations. Leave due to qualifying exigencies may also be taken on an intermittent basis.

Substitution of paid leave for unpaid leave. Employees may choose or employers may require use of accrued paid leave while taking FML leave. In order to use paid leave for FML leave, employees must comply with the employer's normal paid leave policies.

Employee responsibilities. Employees must provide 30 days advance notice of the need to take FML leave when the need is foreseeable. When 30 days notice is not possible, the employee must provide notice as soon as practicable and generally must comply with an employer's normal call-in procedures.

Employees must provide sufficient information for the employer to determine if the leave may qualify for FML protection and the anticipated timing and duration of the leave. Sufficient information may include that the employee is unable to perform job functions, the family member is unable to perform daily activities, the need for hospitalization or continuing treatment by a health care provider, or circumstances supporting the need for military family leave. Employees also must inform the employer if the requested leave is for a reason for which FML leave was previously taken or certified. Employees also may be required to provide a certification and periodic recertification supporting the need for leave.

Employer responsibilities. Covered employers must inform employees requesting leave whether they are eligible under FML. If they are the notice must specify any additional

information required as well as the employees' rights and responsibilities. If they are not eligible, the employer must provide a reason for the ineligibility.

Covered employers must inform employees if leave will be designated as FML-protected and the amount of leave counted against the employee's leave entitlement. If the employer determines that the leave is not FML-protected, the employer must notify the employee.

Unlawful acts by employers. FML makes it unlawful for any employer to:

- Interfere with, restrain, or deny the exercise of any right protected under FML;
- Discharge or discriminate against any person for opposing any practice made unlawful by FML or for involvement in any proceeding under or relating to FML.

Enforcement. An employee may file a complaint with the U.S. Department of Labor or may bring a private lawsuit against an employer.

FML does not affect any Federal or State law prohibiting discrimination, or supersede any State or local law or collective bargaining agreement which provides greater family or medical leave rights.

FML section 109 (29 U.S.C. § 2619) required FML covered employers to post the text of this notice.

Regulations 29 C.F.R. § 825.300 (a) may require additional disclosures.

For additional information:

1-866-4US-WAGE (1-866-487-9243) TTY: 1-877-889-5627

www.wagehour.dol.gov

Local FML provisions

Eligible employees can take up to 12 weeks of unpaid leave in the 12-month period from July 1 through June 30.

Use of paid leave. Family and medical leave runs concurrently with accrued sick and personal leave, temporary disability leave, compensatory time, assault leave, and absences due to a work-related illness or injury. The district will designate the leave as family and medical leave, if applicable, and notify the employee that accumulated leave will run concurrently.

Combined leave for spouses. A husband and wife who are both employed by the district are limited to a combined total of 12 weeks of FML leave to care for a parent with a serious health condition; or for the birth, adoption, or foster placement of a child. Military caregiver leave for spouses is limited to a combined total of 26 weeks.

Intermittent leave. When medically necessary or in the case of a qualifying exigency, an employee may take leave intermittently or on a reduced schedule. The district does not permit the use of intermittent or reduced-schedule leave for the care of a newborn child or for adoption or placement of a child with the employee.

District contact. Employees that require FML leave or have questions should contact the superintendent for details on eligibility, requirements, and limitations.

Temporary disability leave

Certified employees. Any full-time employee whose position requires certification from the State Board for Educator Certification (SBEC) is eligible for temporary disability leave. The purpose of temporary disability leave is to provide job protection to full-time educators who cannot work for an extended period of time because of a mental or physical disability of a temporary nature. Temporary disability leave must be taken as a continuous block of time. It may not be taken intermittently or on a reduced schedule. Pregnancy and conditions related to pregnancy are treated the same as any other temporary disability.

Employees must request approval for temporary disability leave. An employee's notification of need for extended absence due to the employee's own medical condition shall be accepted as a request for temporary disability leave. The request must be accompanied by a physician's statement confirming the employee's inability to work and estimating a probable date of return. If disability leave is approved, the length of leave is no longer than 180 calendar days. If disability leave is not approved, the employee must return to work or be subject to termination procedures.

If an employee is placed on temporary disability leave involuntarily, he or she has the right to request a hearing before the board of trustees. The employee may protest the action and present additional evidence of fitness to work.

When an employee is ready to return to work, their immediate supervisor and the Superintendent should be notified at least 30 days in advance. The return-to-work notice must be accompanied by a physician's statement confirming that the employee is able to resume regular duties. Professional employees returning from leave will be reinstated to the school to which they were previously assigned as soon as an appropriate position is available. If a position is not available before the end of the school year, professional employees will be reinstated at the beginning of the following school year.

Workers' compensation benefits

An employee absent from duty because of a job-related illness or injury may be eligible for workers' compensation weekly income benefits if the absence exceeds seven calendar days.

An employee receiving workers' compensation wage benefits for a job-related illness or injury may choose to use available, partial-day increments of sick leave or any other paid leave benefits to make up the difference between wage benefits and pre-injury or –illness wages. While an employee is receiving workers' compensation wage benefits, the district will charge available leave proportionately so that the employee receives an amount equal to the employee's regular salary.

Assault leave

Assault leave provides extended job income and benefits protection to an employee who is injured as the result of a physical assault suffered during the performance of his or her job. An injury is treated as an assault if the person causing the injury could be prosecuted for assault or could not be prosecuted only because that person's age or mental capacity renders the person non-responsible for purposes of criminal liability.

An employee who is physically assaulted at work may take all the leave time medically necessary (up to two years) to recover from the physical injuries he or she sustained. At the request of an employee, the district will immediately assign the employee to assault leave. Days of leave granted under the assault leave provision will not be deducted from accrued personal leave and must be coordinated with workers' compensation benefits.

Upon investigation the district may change the assault leave status and charge leave used against the employee's accrued paid leave. The employee's pay will be deducted if accrued paid leave is not available.

Bereavement leave

Use of state leave and/or local sick leave for death in the immediate family shall not exceed five workdays per occurrence, subject to approval of the District.

Jury duty

Employees will receive leave with pay and without loss of accumulated leave for jury duty. Employees must present documentation of the service and may keep any compensation they receive. Employees must return to work when released by the court.

Other court appearances

Employees will be granted paid leave to comply with a valid subpoena to appear in a civil, criminal, legislative, or administrative proceeding. Employees may be required to submit documentation of their need for leave for court appearances.

Military leave

Paid leave for military service. Any employee who is a member of the Texas National Guard, Texas State Guard, or reserve component of the United States Armed Forces will be granted a paid leave of absence without loss of any accumulated leave for authorized training or duty orders. Paid military leave will not exceed 15 days each federal fiscal year (October 1–September 30). In addition, an employee is entitled to use available state and local personal or sick leave during a time of active military service.

Re-employment after military leave. Employees who leave the district to enter into the United States uniformed services or who are ordered to active state military duty (Texas National Guard or Texas State Guard) may return to employment if they are honorably discharged. Employees who wish to return to the district will be re-employed in the position they would have held if employment had not been interrupted or reassigned to an equivalent or similar position provided they can be qualified to perform the required duties. To be eligible for re-employment, employees must provide notice of their obligation or intent to perform military service, provide evidence of honorable discharge or release, and submit an application for re-employment to the District office and the superintendent.

Continuation of health insurance. Employees who perform service in the uniformed services may elect to continue their health plan coverage at their own cost for a period not to exceed 24 months. Employees should contact Joy Smith for details on eligibility, requirements, and limitations.

Employee Relations and Communications

Employee recognition and appreciation

Continuous efforts are made throughout the year to recognize employees who make an extra effort to contribute to the success of the district. Employees are recognized at board meetings, in the district newsletter, and through special events and activities, such as the Teacher of the Year recognition.

District communications

Throughout the school year, the District office publishes newsletters, brochures, fliers, calendars, news releases, and other communication materials. These publications offer employees and the community information pertaining to school activities and achievements.

Complaints and Grievances

Policy DGBA

In an effort to hear and resolve employee concerns or complaints in a timely manner and at the lowest administrative level possible, the board has adopted an orderly grievance process. Employees are encouraged to discuss their concerns or complaints with their supervisors or an appropriate administrator at any time.

The formal process provides all employees with an opportunity to be heard up to the highest level of management if they are dissatisfied with an administrative response.

Once all administrative procedures are exhausted, employees can bring concerns or complaints to the board of trustees. Copies of the District's grievance policy can be accessed from the district website (DGBA Legal and Local), from the employee's supervisor, or by visiting the Administration building.

<http://www.tasb.org/policy/pol/private/227912>

Employee Expectations, Conduct, and Welfare

Standards of conduct

Policy DH

All employees are expected to work together in a cooperative spirit to serve the best interests of the district and to be courteous to students, one another, and the public.

Employees are expected to observe the following standards of conduct:

- Recognize and respect the rights of students, parents, other employees, and members of the community.
- Maintain confidentiality in all matters relating to students and coworkers.
- Report to work according to the assigned schedule.
- Notify their immediate supervisor in advance or as early as possible in the event that they must be absent or late. Unauthorized absences, chronic absenteeism, tardiness, and failure to follow procedures for reporting an absence may be cause for disciplinary action.
- Know and comply with department and district policies and procedures.
- Express concerns, complaints, or criticism through appropriate channels.
- Observe all safety rules and regulations and report injuries or unsafe conditions to a supervisor immediately.
- Use district time, funds, and property for authorized district business and activities only.

All district employees should perform their duties in accordance with state and federal law, district policies and procedures, and ethical standards. Violation of policies, regulations, or guidelines may result in disciplinary action, including termination. Alleged incidents of certain misconduct by educators, including having a criminal record, must be reported to SBEC not later than the seventh day the superintendent first learns of the incident. See *Reports to the State Board for Educator Certification*, page 54 for additional information.

The *Code of Ethics and Standard Practices for Texas Educators*, adopted by the State Board for Educator Certification, which all district employees must adhere to, is reprinted below:

Code of Ethics and Standard Practices for Texas Educators

Statement of Purpose

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure

success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community.

TITLE 19 EDUCATION
PART 7 STATE BOARD OF EDUCATOR CERTIFICATION CHAPTER 247
EDUCATORS' CODE OF ETHICS
RULE §247.2 Code of Ethics and Standard Practices for Texas Educators

Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

- (A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.
- (B) Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.
- (C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
- (D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.
- (E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.
- (F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.
- (G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.
- (H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.
- (I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.
- (J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.
- (K) Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.
- (L) Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.
- (M) Standard 1.13. The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

(2) Ethical Conduct Toward Professional Colleagues.

(A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(3) Ethical Conduct Toward Students.

(A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell

phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

- (i) the nature, purpose, timing, and amount of the communication;
- (ii) the subject matter of the communication;
- (iii) whether the communication was made openly or the educator attempted to conceal the communication;
- (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
- (v) whether the communication was sexually explicit; and
- (vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Source Note: The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242

Update!

Employee Dress

Policy DH

All faculty and staff are expected to dress in a manner that allows the individual to fulfill his/her job responsibilities while maintaining high standards of professionalism. It is our responsibility to dress in a manner that reflects the high standards that we hold for ourselves as educators. When a visitor enters a campus, classroom, or work area, it should immediately be clear who are the professionals. Coaches are expected to wear professional clothing while teaching in the classroom and athletic clothing while coaching. Employees shall not wear shorts or tank tops. Hats may not be worn indoors.

Update!

Cell phones & personal electronic devices

Personal cell phones should be set to silent mode during instructional times. During instructional times, teachers and instructional staff should not take personal calls, check text messages, or engage in other personal messaging via personal or school-owned electronic devices. All faculty and staff should reserve these activities for personal time (lunch, conference periods, scheduled breaks, etc.).

Update!

Electronic and/or social media with students

Policy DH

The District recognizes the powerful impact that social media can have on education. The user participation and sharing of information inherent in these media can be beneficial to students and teachers; and when used responsibly and safely, they may be effectively integrated into the educational environment to support instruction.

In accordance with administrative regulations, employees may use social media to communicate with currently enrolled students about matters within the scope of the

employee's professional responsibilities. With the exception of family or social relationships, employees shall refrain from using social media to communicate directly with students who are currently enrolled in the District for reasons outside the scope of his/her professional responsibilities.

Discrimination, harassment, and retaliation

Policies DH, DIA

Employees shall not engage in prohibited harassment, including sexual harassment, of other employees or students. While acting in the course of their employment, employees shall not engage in prohibited harassment of other persons, including board members, vendors, contractors, volunteers, or parents. A substantiated charge of harassment will result in disciplinary action.

Employees who believe they have been discriminated or retaliated against or harassed are encouraged to promptly report such incidents to the campus principal, supervisor, or appropriate district official. If the campus principal, supervisor, or district official is the subject of a complaint, the employee should report the complaint directly to the superintendent. A complaint against the superintendent may be made directly to the board. The district's policy that includes definitions and procedures for reporting and investigating discrimination, harassment, and retaliation is reprinted below:

<http://www.tasb.org/policy/pol/private/227912>

Harassment of students

Policies DH, FFG, FFH

Sexual and other harassment of students by employees are forms of discrimination and are prohibited by law. Romantic or inappropriate social relationships between students and district employees are prohibited. Employees who suspect a student may have experienced prohibited harassment are obligated to report their concerns to the campus principal or other appropriate district official. All allegations of prohibited harassment of a student will be reported to the student's parents and promptly investigated. An employee who knows of or suspects child abuse must also report his or her knowledge or suspicion to the appropriate authorities, as required by law. See *Reporting suspected child abuse*, page 35 for additional information.

The district's policy that includes definitions and procedures for reporting and investigating harassment of students is reprinted below:

<http://www.tasb.org/policy/pol/private/227912>

Alcohol and drug-abuse prevention

Policies DH, DI

Lago Vista ISD is committed to maintaining an alcohol- and drug-free environment and will not tolerate the use of alcohol and illegal drugs in the workplace and at school-related or school-sanctioned activities on or off school property.

Employees who use or are under the influence of alcohol or illegal drugs as defined by the Texas Controlled Substances Act during working hours may be dismissed. The district's policy regarding employee drug use follows:

<http://www.tasb.org/policy/pol/private/227912>

Reporting suspected child abuse

Policies DF, DG, DH, FFG, GRA

All employees are required by state law to report any suspected child abuse or neglect to a law enforcement agency, Child Protective Services, or appropriate state agency (e.g., state agency operating, licensing, certifying, or registering a facility) within 48 hours of the event that led to the suspicion. Abuse is defined by Texas Family Code and includes any sexual conduct involving an educator and a student or minor. Reports to Child Protective Services can be made to the Texas Abuse Hotline (800-252-5400). **State law specifies that an employee may not delegate to or rely on another person to make the report. Contact the school counselor for assistance in reporting.**

Under state law, any person reporting or assisting in the investigation of reported child abuse or neglect is immune from liability unless the report is made in bad faith or with malicious intent. In addition, the district is prohibited from retaliating against an employee who, in good faith, reports child abuse or neglect or who participates in an investigation regarding an allegation of child abuse or neglect.

An employee's failure to report suspected child abuse may result in prosecution for the commission of a Class A misdemeanor. In addition, a certified employee's failure to report suspected child abuse may result in disciplinary procedures by SBEC for a violation of the Texas Educators' Code of Ethics.

Employees are also required to make a report if they have cause to believe that an adult was a victim of abuse or neglect as a child and they determine in good faith that the disclosure of the information is necessary to protect the health and safety of another child or disabled person

Employees who suspect that a student has been or may be abused or neglected should also report their concerns to the campus principal. This includes students with disabilities who are no longer minors. Employees are not required to report their concern to the principal before making a report to the appropriate agencies. In addition, employees must

cooperate with child abuse and neglect investigators. Reporting the concern to the principal does not relieve the employee of the requirement to report to the appropriate state agency. Interference with a child abuse investigation by denying an interviewer's request to interview a student at school or requiring the presence of a parent or school administrator against the desires of the duly authorized investigator is prohibited.

Fraud and financial impropriety

Policy CAA

All employees should act with integrity and diligence in duties involving the district's financial resources. The district prohibits fraud and financial impropriety, as defined below. Fraud and financial impropriety includes the following:

- Forgery or unauthorized alteration of any document or account belonging to the district
- Forgery or unauthorized alteration of a check, bank draft, or any other financial document
- Misappropriation of funds, securities, supplies, or other district assets, including employee time
- Impropriety in the handling of money or reporting of district financial transactions
- Profiteering as a result of insider knowledge of district information or activities
- Unauthorized disclosure of confidential or proprietary information to outside parties
- Unauthorized disclosure of investment activities engaged in or contemplated by the district
- Accepting or seeking anything of material value from contractors, vendors, or other persons providing services or materials to the district
- Destroying, removing, or inappropriately using records, furniture, fixtures, or equipment
- Failing to provide financial records required by state or local entities
- Failure to disclose conflicts of interest as required by policy
- Any other dishonest act regarding the finances of the district

Conflict of interest

Policies, DBD

Employees are required to disclose to their supervisor any situation that creates a potential conflict of interest with proper discharge of assigned duties and responsibilities or creates a potential conflict of interest with the best interests of the district. This includes the following:

- A personal financial interest
- A business interest
- Any other obligation or relationship
- Non-school employment

Gifts and favors

Policy DBD

Employees may not accept gifts or favors that could influence, or be construed to influence, the employee's discharge of assigned duties. The acceptance of a gift, favor, or service by an administrator or teacher that might reasonably tend to influence the selection of textbooks may result in prosecution of a Class B misdemeanor offense. This does not include staff development, teacher training, or instructional materials, such as maps or worksheets, which convey information to students or contribute to the learning process.

Associations and political activities

Policy DGA

The district will not directly or indirectly discourage employees from participating in political affairs or require any employee to join any group, club, committee, organization, or association. Employees may join or refuse to join any professional association or organization.

An individual's employment will not be affected by membership or a decision not to be a member of any employee organization that exists for the purpose of dealing with employees concerning grievances, labor disputes, wages, rates of pay, hours of employment, or conditions of work.

Use of district resources, including work time, for political activities is prohibited.

Safety program

Policy CK

The district has developed and promotes a comprehensive program to ensure the safety of its employees, students, and visitors. The safety program includes guidelines and procedures for responding to emergencies and activities to help reduce the frequency of accidents and injuries. To prevent or minimize injuries to employees, coworkers, and students and to protect and conserve district equipment, employees must comply with the following requirements:

- Observe all safety rules.
- Keep work areas clean and orderly at all times.
- Immediately report all accidents to their supervisor.
- Operate only equipment or machines for which they have training and authorization.

Employees with questions or concerns relating to safety programs and issues can contact the Assistant Superintendent.

Tobacco use

Policies DH, GKA, FNCD

State law prohibits smoking or using tobacco products on all district-owned property and at school-related or school-sanctioned activities, on or off campus. This includes all buildings, playground areas, parking facilities, and facilities used for athletics and other activities. Drivers of district-owned vehicles are prohibited from smoking while inside the vehicle. Notices stating that smoking is prohibited by law and punishable by a fine are displayed in prominent places in all school buildings.

Criminal history background checks

Policy DBAA

Employees may be subject to a review of their criminal history record information at any time during employment. National criminal history checks based on an individual's fingerprints, photo, and other identification will be conducted on certain employees and entered into the Texas Department of Public Safety (DPS) Clearinghouse. This database provides the district and SBEC with access to an employee's current national criminal history and updates to the employee's subsequent criminal history.

Employee arrests and convictions

Policy DH

An employee must notify his or her principal or immediate supervisor within three calendar days of any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of any felony, any offense involving moral turpitude, and any of the other offenses listed below:

- Crimes involving school property or funds
- Crimes involving attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit that would entitle any person to hold or obtain a position as an educator
- Crimes that occur wholly or in part of school property or at a school-sponsored activity
- Crimes involving moral turpitude

Moral turpitude includes, but is not limited to, the following:

- Dishonesty
- Fraud
- Deceit
- Theft
- Misrepresentation
- Deliberate violence

- Base, vile, or depraved acts that are intended to arouse or gratify the sexual desire of the actor
- Drug- or alcohol-related offenses including driving under the influence
- Acts constituting abuse or neglect under the Texas Family Code

Possession of firearms and weapons

Policies FNCG, GKA

Employees, visitors, and students are prohibited from bringing firearms, knives, clubs or other prohibited weapons onto school premises (i.e., building or portion of a building) or any grounds or building where a school-sponsored activity takes place. To ensure the safety of all persons, employees who observe or suspect a violation of the district's weapons policy should report it to their supervisors or call the Superintendent's office immediately.

Visitors in the workplace

Policy GKC

All visitors are expected to enter any district facility through the main entrance and sign in or report to the building's main office. Authorized visitors will receive directions or be escorted to their destination. Employees who observe an unauthorized individual on the district premises should immediately direct him or her to the building office or contact the administrator in charge.

Copyrighted materials

Policy EFE

Employees are expected to comply with the provisions of federal copyright law relating to the unauthorized use, reproduction, distribution, performance, or display of copyrighted materials (i.e., printed material, videos, computer data and programs, etc.). Rented videos are to be used in the classroom for educational purposes only. Duplication or backup of computer programs and data must be made within the provisions of the purchase agreement.

Computer use and data management

Policy CQ

The district's electronic communications system, including its network access to the Internet, is primarily for administrative and instructional purposes. Limited personal use of the system is permitted if the use:

- Imposes no tangible cost to the district
- Does not unduly burden the district's computer or network resources
- Has no adverse effect on job performance or on a student's academic performance

Electronic mail transmissions and other use of the electronic communications systems are not confidential and can be monitored at any time to ensure appropriate use.

Employees who are authorized to use the systems are required to abide by the provisions of the district's communications systems policy and administrative procedures. Failure to do so can result in suspension or termination of privileges and may lead to disciplinary action. Employees with questions about computer use and data management can contact the Director of Technology.

Employees are required to sign an Acceptable Use Agreement each year.

Asbestos management plan

Policy CKA

The district is committed to providing a safe environment for employees. An accredited management planner has developed an asbestos management plan for each school. A copy of the district's management plan is kept in the administration office and is available for inspection during normal business hours. Campus specific plans are in the principal's office on each campus.

Pest control treatment

Policies DI, CLB

Employees are prohibited from applying any pesticide or herbicide without appropriate training and prior approval of the integrated pest management (IPM) coordinator. Any application of pesticide or herbicide must be done in a manner prescribed by law and the district's integrated pest management program.

Notices of planned pest control treatment will be posted in a district building 48 hours before the treatment begins. Notices are generally located on exterior doors. Pest control information sheets are available from campus principals or facility managers upon request.

General procedures

Update! **Absence from duty**

Policy DEC

An employee shall submit a written request for discretionary use of state personal leave to the immediate supervisor or designee in advance. Employees who wish to request discretionary use of personal leave must do so at least 48 hours in advance.

In deciding whether to approve or deny state personal leave, a supervisor shall not seek or consider the reasons for which an employee requests to use leave. However, the supervisor shall consider the effect of the employee's absence on the educational program or District operations, as well as the availability of substitutes. A supervisor will not approve the discretionary use of personal leave if more than 10% of the campus staff is absent or if he/she feels that the absence will have a substantially negative impact on the campus operations.

Requests for discretionary use of personal leave may be denied if an appropriate substitute cannot be arranged.

Absence due to illness. An employee must inform his/her supervisor as soon as he/she is aware of an impending absence. Teachers and other campus staff must contact both the campus principal **and** the substitute coordinator by telephone, e-mail, and/or text message. Employees are asked to give at least 24 hours notice, if possible.

Last minute, emergency substitute requests shall be made before 8:30 pm or after 6:00 am. Emergency substitute requests shall be made no later than the beginning of the employee's workday (7:30am) on the day of the absence.

All campus absence requests must be submitted to:

High School - Heather Sutton, Substitute Coordinator
Heather Stoner, Principal

Middle School - Sue Kunze, Substitute Coordinator
Paul Thailing, Principal

Elementary - Angie Haire, Substitute Coordinator
Michelle Jackson, Principal

Instructional staff must always inform the principal of an absence, regardless if a substitute has been arranged.

Bad weather closing

The district may close schools because of bad weather or emergency conditions. When such conditions exist, the superintendent will make the official decision concerning the

closing of the district's facilities. When it becomes necessary to open late or to release students early, all local media (radio and television) will be alerted and information will be posted on the district web site. Days missed due to closing will be made up at a later point in the year according to district calendar.

Lago Vista ISD utilizes ParentLink, a communication tool, to assist in these efforts. In addition to the standard radio and TV notification systems already in use, ParentLink enables the district to call the families of all students, as well as faculty and staff, in less than 5 minutes, if needed. Employees may also download a free ParentLink app from iTunes to receive push notifications.

It is important that phone numbers are kept up-to-date in the school's database so that these calls are accurate. If there is a change to your phone number, please contact the front office and report these changes as soon as they are known.

Update! **Building & facility use**
Policies DGA, GKD

Employees who wish to use district facilities after school hours must follow established procedures. The campus principal is the point of contact for use of school facilities after school hours. The athletic director is the point of contact for use of athletic facilities. The theater director is the point of contact for use of the Performing Arts Center. The administrative assistant to the superintendent is the point of contact for use of Viking Hall. Contact them to request to use facilities and to obtain information on the fees charged.

Update! **Building and classroom care**

We take pride in our facilities in Lago Vista ISD. Employees should be respectful of colleagues and set a good example for students by keeping classrooms and common areas neat and tidy.

We encourage teachers to create an inviting classroom environment. Decorations must be neatly displayed and may not present any safety hazards. To prevent damage to walls, all posters and decorations must be displayed using removable materials. Walls must not be stapled. Walls may not be painted without approval from the campus principal

To conserve energy costs, the use of personal appliances (refrigerators, microwaves, etc.) should be limited. The location and description of these items must be reported to campus administration annually.

At the elementary campus, chairs should be stacked at the end of every school day. They should NOT be placed on tables.

Summertime preparation. Teachers should pack up all personal and classroom materials prior to departure for the summer. As classrooms are emptied for waxing, it is

important that all items are appropriately labeled with the teacher's name and room number to ensure that items return. Campuses are painted on a rotating basis. Teachers should expect to remove all materials from the walls during years the campus is being painted.

Update! Campus safety

Any maintenance concerns related to campus safety should be reported immediately.

Keys. Keys will be checked out to employees for the entire school year. Employees must take great care not to lose keys. District keys may not be loaned or duplicated. Employees are responsible for replacing lost keys (\$25.00 per key).

Employees must ensure that all doors are properly secured. When exiting, teachers must ensure that classroom doors are locked. Staff members should secure closets, laptops, and other valuables at night. Any campus employee who suspects that a break-in has occurred in your room must notify the front office immediately.

Appropriate staff members are also provided an electronic swipe card to gain access to the building from the outside. Only administrative staff will have exterior keys. Employees must not loan exterior swipe cards to anyone. All employees are responsible for ensuring building security should they enter a building after hours. In the event that a staff member loans a swipe card, he/she is still responsible for any damages that might occur from the building not being properly secured.

Campus doors. All exterior campus doors must remain locked and closed throughout the entire school day. On secondary campuses, select exterior doors are programmed to be opened during passing periods, but will lock when the tardy bell rings. Employees should ensure that exterior doors are promptly closed and secured. Never prop an exterior door open as it provides an opportunity for an intruder to enter the building or a child to leave unsupervised. Elementary classroom doors shall remain locked throughout the school day.

Visitors. The District welcomes visitors to our classrooms. Opening our doors and classrooms to parents is one way to share with the community the wonderful things that are happening in Lago Vista ISD. However, the presence of visitors must not disrupt instruction. All visits during instructional time are to be scheduled at least 24 hours in advance and must be approved by the principal or designee. Texas law prohibits unauthorized visitors in or around public schools.

Guest badges. All visitors and volunteers on LVISD campuses must report to the front office to receive a visitor badge. Visitors and volunteers shall wear the tag provided by the office. If an employee sees a person on campus without a visitor badge, he/she shall politely request that visitor to report to the office. Also, that employee shall notify the front office.

Update! Communication

Email. District email is provided for teachers to use within the scope of their professional responsibilities. Anything written or received on district email is subject to open records requests. Employees shall exercise extreme caution when using electronic communication to relay student information. To protect student privacy in the event that an email is forwarded, it is recommended that employees use only initials when referring to a specific student.

Campus or staff-wide emails should be reserved for professional purposes only and should be approved by the campus administrator.

An employee shall be held to high professional standards in his or her use of district electronic communication. If an employee's use of electronic email violates state or federal law or District policy, or interferes with the employee's ability to effectively perform his or her job duties, the employee is subject to disciplinary action, up to and including termination of employment.

Meetings. Meetings will be scheduled to conduct business and share information. All attempts will be made to provide adequate notice of meetings. Furthermore, meeting facilitators should be mindful of starting and ending times.

Staff members are expected to attend all scheduled staff, grade-level, departmental, and other professional meetings--including PTO events. Staff should make arrangements to be present at all back-to-school, open house, and other annual evening events.

Grade level/Department Meetings: Grade level and departments shall meet at least once a week to plan, share ideas, and analyze data. Meetings may be held during planning periods, before school, or after school. Team leaders/department chairs are responsible for emailing notes from meetings to the campus principal. Minutes should include discussion items, actions, concerns, needs, and celebrations. Campus principals will meet with teams and departments periodically, as needed.

Campus Improvement Council: The Campus Improvement Council meets at least once a month at a time to be decided by the members of the committee. All meetings are open to the public. Agendas, sign-ins, and minutes must be submitted to and maintained by the campus principal.

Campus Faculty Meetings: Campus faculty will meet weekly or bi-weekly. High school staff should reserve Wednesdays for bi-weekly faculty meetings. Middle School staff shall reserve Wednesdays from 3:45-4:30 for bi-weekly faculty meetings. Elementary staff shall reserve Wednesdays from 3:05-4:30 for weekly faculty meetings.

Parent communication. Employees are encouraged to initiate positive communication with parents as soon as possible. Teachers are expected to contact parents any time a student is sent to the office for a discipline referral, or when a student is at-risk for failing

a class for the school year. Parents will be sent a reminder every three weeks through our ParentLink system to check grades at progress-report intervals.

Phone calls, emails, and letters from parents that require a response should be returned within 24 hours.

Student report cards are distributed each 9 weeks. Progress reports are sent every 3 weeks for all students. Dates for report cards and progress reports may be found on the district calendar. Additional information regarding grades is printed in the Lago Vista ISD Grading Guidelines.

Employees should document all contact with parents. You are strongly encouraged to keep a written record documenting phone calls, notes, and conferences. Name, time, date, and nature of contact should all be documented.

Staff websites. Teacher websites shall be up to date, including a calendar listing the dates of important assignments, quizzes, and tests. LVISD curriculum unit maps should be posted and available for parents and administrators. During walkthroughs, administrators should be able to access curriculum unit maps using the teacher's website.

Staff communication. Campus principals will email regular staff bulletins/newsletters to ensure that faculty and staff are aware of campus events and information. Employees should check physical inboxes on a daily basis.

Update! Curriculum & Instruction

Substitute preparation. Beginning the first week of school, each teacher shall have a substitute folder on file in the office. This folder shall contain information that will allow the substitute to function in the teacher's absence. The following items are suggested for inclusion in the folder:

Class roster

Current seating chart

Daily schedule

Daily Specials Rotation Schedule

Fire Drill, Lockdown Drill and Emergency Exit Procedures

List of students who follow alternative schedules, special programs, or who have other documented needs, e.g., food allergies (first name and last initial only of these students)

Location of all needed materials

PBIS Procedures

Name and room number of team members/nearby teachers

- Attendance procedures
- Special passes (nurse)
- Special class routines
- Classroom management information
- Reliable students in each class
- Duty responsibilities (bus/car/playground/lunch/etc.)
- Special assignments
- End of day procedures: bus and car riders
- Updated list of method in which child goes home regularly

Substitute lesson plans should also include work for students to do in the event that teacher lesson plans are not available. If emergency plans include a worksheet for students to do, leave one copy of the worksheet in the folder and the office will make multiple copies. Teachers must review and update substitute folders at least once every nine weeks, whenever pertinent changes occur in the classroom, or when a substitute has used the plans.

Tutorials. Teachers shall provide tutorials before, during, or after school, as needed. It is recommended that teachers select a specified time and coordinate with other grade-level teachers. This will ensure that students have adequate opportunities to participate in tutorials across multiple content areas. Teachers shall communicate tutorial opportunities to parents and contact them directly when specific needs arise. Tutorials must be offered for students who are failing or are in danger of failing a subject.

Retest/Reteach. Students who receive an unsatisfactory grade may earn an opportunity to redo the assignment after completing a mandatory tutorial or teacher selected activity. Procedures for retest/reteach are outlined in the Lago Vista ISD Grading Guidelines.

Textbooks. The LVHS Assistant Principal is the Textbook Coordinator for the district. All questions regarding textbooks should be directed to him/her. Classroom teachers are responsible for the maintenance of all textbooks and are expected to maintain a Student/Textbook number record for all textbooks that are checked out to students. There will be a Google doc created to enter textbook information. When issuing textbooks to students, teachers shall note any damage to the book before issuing to students.

Upon completion of the textbook use, teachers will inspect the book and note any damage. If a student damages a book, he/she is expected to pay a fine. Students who damage or lose books should be sent to the office and the assistant principal will assess the fine or inform the student of the cost to replace a lost book.

If teachers need textbooks during the year, they should e-mail the assistant principal with amount and type of books needed. Requested books will be delivered as soon as possible.

Textbooks must be covered at all times. Book covers are available in the book room.

Students must pay for any lost or damaged textbooks before new textbooks are issued. Students may use a textbook in the classroom if they lose or damage a book, but should not be allowed to take them home.

Field trips. Field trips are a valuable part of the educational program and are budgeted for by grade-level/department. The purpose of any field trip must be justified by course curriculum and be explicitly aligned to state content standards. Field trips are limited to one per year for grades K-8. Special circumstances must be approved by the campus principal.

To initiate the field trip request, a team leader/department chair must inform the campus principal in writing of proposed dates and locations for trip and request permission via email. This process should begin at least 2 weeks prior to the proposed date of the field trip. Upon approval from principal, the field trip organizer must submit a transportation request and a request for a check to the principal, if necessary. This should be requested at least two weeks in advance. The field trip organizer must also notify cafeteria, front office, and other grade-levels that students will be off campus. All teachers should check with school nurse for medication and any health issues.

Teachers are to make arrangements for trips through team leaders/department chairs. Please verify that a waiver of liability for each student is on file with the office before participating in any field trip. Parents should return an updated emergency contact form for each trip. This ensures that parents have been notified that their child is off campus and that teacher has updated emergency information.

Instructional videos. Well-selected instructional videos have the ability to enrich and support learning objectives. It is crucial that any selections meet high standards for quality in format, content, and production. It is expected that the classroom teacher preview any material prior to showing it in class. R rated materials will not be shown in LVISD. All videos must have clear alignment to state standards. Movie clips may be shown only if they are pertinent to lesson content. Teachers shall obtain permission from the campus principal prior to showing any clips longer than 15 minutes in length.

Classroom celebrations. Teachers shall obtain permission from the campus principal prior to holding any classroom celebrations. Classroom celebrations are only acceptable when they are tied to specific learning outcomes. Teachers should consult federal guidelines for nutrition prior to allowing food consumption in class.

Emergencies

Policy CKC, CKD

All employees should be familiar with the evacuation diagrams posted in their work areas. Fire, tornado, and other emergency drills will be conducted to familiarize employ-

ees and students with evacuation procedures. Fire extinguishers are located throughout all district buildings. Employees should know the location of the extinguishers nearest their place of work and how to use them.

Update! Fundraisers

Policy FJ

Fundraising activities by student groups and/or for school-sponsored projects shall be allowed, with prior administration approval and under the supervision of the project sponsor, for students in all grades. All fund-raising projects shall be subject to the approval of the principal.

Student participation in approved fund-raising activities shall not interfere with the regular instructional program. Funds raised shall be received, deposited, and disbursed in accordance with policy CFD(LOCAL).

Students representing their school may participate in charitable institution and community drives. Such participation, which shall be on a strictly voluntary basis and shall not disrupt the regular school day, shall be open to students in all grades. No outside organizations, commercial enterprises, or individuals may solicit contributions from students within the school. Charitable organizations shall be allowed to place collection boxes in the school buildings, provided no pressure to contribute is exerted on the students at any time.

The collection of monies that takes the time of the students or teachers during school hours is strictly forbidden, unless the monies collected represent payment for school lunches, monies that will benefit the school or its students, or other authorized fees.

Personnel records

Policy GBA

Most district records, including personnel records, are public information and must be released upon request. Employees may choose to have the following personal information withheld:

- Address
- Phone number
- Personal cell phone number
- Personal email address
- Information that reveals whether they have family members

The choice to not allow public access to this information may be made at any time by submitting a written request to Joy Smith in the administration building. New or terminating employees have 14 days after hire or termination to submit a request. Otherwise, personal information will be released to the public.

Name and address changes. It is important that employment records be kept up to date. Employees must notify Joy Smith in the personnel office if there are any changes or corrections to their name, home address, home telephone number, marital status, emergency contact, or beneficiary. Forms to process a change in personal information can be obtained from personnel office or downloaded from the Human Resource link on the district website at <http://www.lagovistaisd.net/hr2.htm>

Purchasing procedures

Policy CH

All requests for purchases must be submitted to the campus principal or immediate supervisor on an official district purchase order (PO) form with the appropriate approval signatures. No purchases, charges, or commitments to buy goods or services for the district can be made without a PO number. The district will not reimburse employees or assume responsibility for purchases made without authorization. Employees are not permitted to purchase supplies or equipment for personal use through the district's business office. Contact the purchasing office for additional information on purchasing procedures.

Update! Student attendance reporting

Policy FEB

The Superintendent, principals, and teachers are responsible to the Board and the state to maintain accurate, current attendance records.

High school campus. Attendance is taken 15 minutes after the beginning of each period. Attendance is not to be taken prior to that time. Attendance must be taken every period, every day, without exception. When a student returns to school after an absence, the student will turn in a written note, signed by their parent, to the front office.

Middle school campus. Attendance is taken 5 minutes after the beginning of each period. Attendance is not to be taken prior to that time. Attendance must be taken every period, every day, without exception. When a student returns to school after an absence, the student will turn in a written note, signed by their parent, to the front office.

Elementary campus. Attendance is taken each day at 9:50 a.m. Attendance is not to be taken prior to that time. A student is present for the day if he/she is in attendance at 9:50 a.m. Attendance is to be taken every day, without exception. When a student returns to school after an absence, the student will turn in a written note, signed by their parent, to the classroom teacher. Attach this note and put it with items to be picked up by office staff.

Update! **Student grading**
Policy EIA

Policy requires the District to adopt a grading policy, including provisions for the assignment of grades on class assignments and examinations, before each school year.

The District Grading policy:

- Must require a classroom teacher to assign a grade that reflects the student’s relative mastery of an assignment;
- May not require a classroom teacher to assign a minimum grade for an assignment without regard to the student’s quality of work; and
- May allow a student a reasonable opportunity to make up or redo a class assignment or examination for which the student received a failing grade.

Classroom teachers will follow the Lago Vista ISD Grading Guidelines. Grades must be entered into the district grade book program on a weekly basis. Posted grades can and will be viewed by parents.

New students. Students entering LVHS from another school must have their grades transferred to the LVISD gradebook system. Without this information, the student will not receive an end-of-year grade for a course. Teachers are responsible for entering these transfer grades into the system. In cases where students transfer from a school on a 6-week grading period, teachers will weigh the transfer grade appropriately.

In cases where students transfer from a school that uses letter grades, the following scale will be used:

A+=98	B+=88	C+=79	D+=74	F=69 or below
A =95	B =85	C = 77	D=72	
A-=92	B-=80	C-=75	D=70	

Update! **Supervision of students**

Lago Vista ISD students must be under the direct supervision of an agent of the school at all times. Employees are responsible for ensuring the safety of students and must never allow a student to be injured or lost as a result of inadequate supervision. The classroom teacher must know the location of any student for whom he/she is responsible. Students who leave the supervision of the responsible teacher must do so only with appropriate documentation. Under no circumstances should a class be left unattended.

Duty. Campus principals will assign duty to employees to ensure appropriate student supervision during periods of transition, such as arrival, lunch, and dismissal. Employees are expected to arrive on time to assigned duty stations. In the event that an employee is unable to be present at an assigned duty station, he/she is responsible for arranging coverage.

Hallways. Students should not be in the hallways during class periods without a hall pass. During passing periods on secondary campuses, teachers are expected to be in the hallways or at their doors greeting students upon entry into their classroom.

Recess. Teachers should station themselves around the playground/common areas in a manner that ensures all areas are adequately supervised. At the elementary campus, a map outlining teacher stations during recess must be submitted to the principal by each grade level within the first two weeks of school.

Students staying after school. If a teacher/coach keeps students after school, he/she must always inform the parent or guardian by phone call or acknowledged written message and make sure that arrangements have been made for the student to get home. Employees may never leave an unsupervised child at school at the end of the day.

Staff members' children are to be supervised at all times, as well. If an employee's children stay after school, they are to be closely monitored.

Student assistance with physical tasks. Employees must be ever mindful of our responsibility for ensuring student wellbeing and must not ever put a student in a position that might jeopardize his/her health or safety. Employees should not ask a student to perform any task without appropriate supervision and without strong consideration for the student's mental and physical capacity. Employees should not allow elementary students to move televisions/television stands, lunchroom tables, or other heavy equipment/objects.

Students leaving early. If a student leaves his/her campus during the school day, he/she must be checked out with approval that is granted through the school office. The front office staff is responsible for ensuring that a student leaves campus with the parent/guardian appropriate permission. Furthermore, as appropriate, front office staff are responsible for ensuring that a student is picked up only by an approved adult. Under no circumstances shall a student to leave campus without approval from the front office.

Elementary transportation changes. All notes and emails regarding transportation changes should be sent to the office at the beginning of the day. The front office will enter the transportation change into a database and a transportation change will be created. These paper transportation change forms will be delivered to elementary classrooms at 2:00 PM each day. It is the teacher's responsibility to ensure that each student receives his/her change and goes home the correct way each day.

The elementary school will accept transportation changes until 12:00 PM each day. After 12:00 PM, the campus principal must approve all transportation change requests. Only emergency situations will be approved. Students must never be allowed to leave the building with someone who is not listed on their contact list without express permission from a parent or guardian.

Due to space limitations on the buses, a student will not be allowed to take more than one additional student with them on the bus.

Elementary student dismissal. Kindergarteners and first graders are picked up in the back of the school on Civic Drive. Second through fourth graders are picked up in the back of the school off Travis Drive. If a parent is picking up more than 1 student, the oldest child should join the youngest child's group so that the students are picked up together.

All parents should display a large name card on their car's visor. This card should have the child's first name, last name, and grade level on it. For safety reasons, parents are not allowed to get out of their vehicles to retrieve their students from the car rider line.

In the front of the school the buses will be parked in the circular drive to load students. They will NOT move the buses for drivers of cars parked in this parking lot.

Parents are not permitted to retrieve their child from the bus or walk out of the school with them until they receive a check-out pass from the front office. This pass alerts the bus driver and/or teacher that it is safe to remove the child from the bus or campus. Parents must have a driver's license or state ID to check out a student.

Any child that has not been picked up by 3:00 will be in the front office. Parents must come to the office and sign them out. Siblings are not allowed to stay and wait for a child attending after school activities.

Termination of employment

Resignations

Policy DFE

Contract employees. Contract employees may resign their position without penalty at the end of any school year if written notice is received 45 days before the first day of instruction of the following school year. A written notice of resignation should be submitted to the campus principal or direct supervisor. Contract employees may resign at any other time only with the approval of the superintendent or the board of trustees. Resignation without consent may result in disciplinary action by the Texas Education Agency.

The superintendent will notify SBEC when an employee resigns and reasonable evidence exists to indicate that the employee has engaged in any of the acts listed in Reports to the Texas Education Agency.

Non-contract employees. Noncontract employees may resign their positions at any time. A written notice of resignation should be submitted to campus principal or supervisor at least two weeks prior to the effective date. Employees are encouraged to include the reasons for leaving in the letter of resignation but are not required to do so.

Dismissal or nonrenewal of contract employees

Policies DFAA, DFAB, DFBA, DFBB, DFCA, DFD, DFFA, DFFB, DFFC, and DFF

Employees on probationary, term, and continuing contracts can be dismissed during the school year or non-renewed at the end of the year according to the procedures outlined in district policies. Contract employees dismissed during the school year, suspended without pay, or subject to a reduction in force are entitled to receive notice of the recommended action, an explanation of the charges against them, and an opportunity for a hearing. The time lines and procedures to be followed when a suspension, termination, or nonrenewal occurs will be provided when a written notice is given to an employee. Advance notification requirements do not apply when a contract employee is dismissed for failing to obtain or maintain appropriate certification or whose certification is revoked for misconduct. Information on the time lines and procedures can be found in the DF series policies that are provided to employees or in the policy manuals located at the administration building.

Dismissal of noncontract employees

Policy DCD

Noncontract employees are employed at will and may be dismissed without notice, a description of the reasons for dismissal, or a hearing. It is unlawful for the district to dismiss any employee for reasons of race, religion, sex, national origin, disability, military

status, any other basis protected by law, or in retaliation for the exercise of certain protected legal rights. Noncontract employees who are dismissed have the right to grieve the termination. The dismissed employee must follow the district process outlined in this handbook when pursuing the grievance. (See *Complaints and grievances*, page 29.)

Exit interviews and procedures

Policy DC

Exit interviews will be scheduled for all employees leaving the district. Information on the continuation of benefits, release of information, and procedures for requesting references will be provided at this time. Separating employees are asked to provide the district with a forwarding address and phone number and complete a questionnaire that provides the district with feedback on his or her employment experience. All district keys, books, property, and equipment must be returned upon separation from employment.

Reports to Texas Education Agency

Policy DF

The dismissal or resignation of a certified employee will be reported to the SBEC when the superintendent first learns about an alleged incident of conduct that involves the following:

- A reported criminal history
- Any form of sexual or physical abuse of a minor or any other illegal conduct with a student or a minor
- Soliciting or engaging in sexual conduct or a romantic relationship with a student or minor
- The possession, transfer, sale, or distribution of a controlled substance
- The illegal transfer, appropriation, or expenditure of school property or funds
- An attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit that would entitle the individual to a professional position or to receive additional compensation associated with a position
- Committing a crime on school property or at a school-sponsored event
- Violating assessment instrument security procedures

Reports concerning court-ordered withholding

The district is required to report the termination of employees that are under court order or writ of withholding for child support or spousal maintenance to the court and the individual receiving the support (Texas Family Code §8.210, 158.211). Notice of the following must be sent to the court and support recipient:

- Termination of employment not later than the seventh day after the date of termination
- Employee's last known address
- Name and address of the employee's new employer, if known

Student issues

Equal educational opportunities

Policies FB, FFH

The Lago Vista ISD does not discriminate on the basis of race, color, religion, national origin, gender, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

Questions or concerns about discrimination of students on any of the bases listed above should be directed to superintendent.

Student records

Policy FL

Student records are confidential and are protected from unauthorized inspection or use. Employees should take precautions to maintain the confidentiality of all student records. The following people are the only people who have general access to a student's records:

- Parents Married, separated, or divorced unless parental rights have been legally terminated and the school has been given a copy of the court order terminating parental rights
- The student: The rights of parents transfer to a student who turns 18 or is enrolled in an institution of post-secondary education. A district is not prohibited from granting the student access to the student's records before this time.
- School officials with legitimate educational interests

The student handbook provides parents and students with detailed information on student records. Parents or students who want to review student records should be directed to the campus secretary for assistance.

Parent and student complaints

Policy FNG

In an effort to hear and resolve parent and student complaints in a timely manner and at the lowest administrative level possible, the board has adopted orderly processes for handling complaints on different issues. Any campus office or the superintendent's office can provide parents and students with information on filing a complaint.

Parents are encouraged to discuss problems or complaints with the teachers or the appropriate administrator at any time. Parents and students with complaints that cannot be resolved to their satisfaction should be directed to the campus principal. The formal

complaint process provides parents and students with an opportunity to be heard up to the highest level of management if they are dissatisfied with a principal's response.

Administering medication to students

Policy FFAC

Only designated employees can administer prescription medication, nonprescription medication, and herbal or dietary supplements to students. Exceptions apply to the self-administration of asthma medication, medication for anaphylaxis (e.g., EpiPen®), and medication for diabetes management, if the medication is self-administered in accordance with district policy and procedures. A student who must take medication during the school day must bring a written request from his or her parent and the medicine, in its original, properly labeled container. Contact the principal or school nurse for information on procedures that must be followed when administering medication to students.

Dietary supplements

Policies DH, FFAC

District employees are prohibited by state law from knowingly selling, marketing, or distributing a dietary supplement that contains performance-enhancing compounds to a student with whom the employee has contact as part of his or her school district duties. In addition, employees may not knowingly endorse or suggest the ingestion, intranasal application, or inhalation of a performance-enhancing dietary supplement to any student.

Psychotropic drugs

Policy FFAC

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

District employees are prohibited by state law from doing the following:

- Recommending that a student use a psychotropic drug
- Suggesting a particular diagnosis
- Excluding from class or school-related activity a student whose parent refuses to consent to a psychiatric evaluation or to authorize the administration of a psychotropic drug to a student

Student conduct and discipline

Policies in the FN series and FO series

Students are expected to follow the classroom rules, campus rules, and rules listed in the Student Handbook and Student Code of Conduct. Teachers and administrators are responsible for taking disciplinary action based on a range of discipline management strategies that have been adopted by the district. Other employees that have concerns about a particular student's conduct should contact the classroom teacher or campus principal.

Discipline referrals

Policy FOA

At times, it is necessary to send a student to the office for disciplinary reasons. Please reference the campus discipline matrix for specific information on infractions and consequences. All students sent to the office to be disciplined must have an office referral. The only exception would be an emergency situation where a student required immediate removal. If a student is sent to the front office, it is the responsibility of the teacher to notify the parent that the student was sent to the office and to the nature of the referral.

Teachers shall not send students to the office for repeated minor classroom disruptions unless the parent(s) have been notified of the problem. It is expected that teachers communicate any and all discipline concerns with parents before they escalate into larger issues.

Dress code

Policy FNCA

The student dress code is outlined in the LVISD Student Handbook, with authority provided through local board policy. It is an expectation that employees enforce the dress code. If a teacher has student who is not in compliance with the dress code, that student should be sent to the front office. Campus administration will either provide students with clothing that meets the dress code or notify parents to bring appropriate clothes for the student. A copy of the dress code is included in the student handbook and is posted online at www.lagovistaisd.net.

Student attendance

Policy FEB

Teachers and staff should be familiar with the district's policies and procedures for attendance accounting. These procedures require minor students to have parental consent before they are allowed to leave campus. When absent from school, the student, upon returning to school, must bring a note signed by the parent that describes the reason for

the absence. These requirements are addressed in campus training and in the student handbook. Contact the campus principal for additional information.

Bullying

Policy FFI

All employees are required to report student complaints of bullying to the campus principal. The district's policy that includes definitions and procedures for reporting and investigating bullying of students is reprinted below:

<http://www.tasb.org/policy/pol/private/227912>

Hazing

Policy FNCC

Students must have prior approval from the principal or designee for any type of "initiation rites" of a school club or organization. While most initiation rites are permissible, engaging in or permitting "hazing" is a criminal offense. Any teacher, administrator, or employee who observes a student engaged in any form of hazing, which has reason to know or suspect that a student intends to engage in hazing, or has engaged in hazing must report that fact or suspicion to the designated campus administrator.

Index

A	
Administering medication	
to students	56
Administration	9
Alcohol and drug testing	12
Annualized compensation	17
Arrests and convictions	38
Asbestos management plan	40
Assault leave	27
Associations	37
At-will employment	11
Automatic payroll deposits	17
B	
Bad weather closing	41
Benefits	
Cafeteria plan	19
Leave	20
Other	20
Teacher retirement	20
Workers compensation	19
Bereavement leave	27
Board of trustees	
Meeting schedule	8
Members	8
Building use	42
Bullying	58
C	
Cafeteria plan benefits	19
Certification	
First aid and CPR	13
Parent notification	14
Change of address	49
Child abuse reporting	35
Code of ethics	30
Communication	29, 44
Compensation	16
Complaints	
Employee	29
Parent and student	55
Computer use	39
Conflict of interest	36
Contract	
Employment	11
Non-certified employees	11
Copyrighted materials	39
Court appearances	28
Court-ordered withholdings	54
D	
Data management	39
Dietary supplements	56
Directories	
Helpful contacts	10
Disclaimer	6
Dismissal	
Contract employees	53
Non-contract employees	53
District	
Communications	29
Commitments	7
Information	6
Vision & Mission	7
Drug-abuse prevention	35
Drugs, psychotropic	56
Duty Days	16
E	
Emergencies	47
Employee	
Conduct and welfare	30
Involvement	15
Recognition	29
Employment	
After retirement	11
At-will	11
Contract	11
Outside	15
Equal employment opportunity	11
Exit interviews	54

F	
Family and medical leave	23
Firearms	39
Fraud	36
G	
General procedures	41
Gifts and favors	37
Grievances	29
H	
Harassment, Student	34
Hazing	58
Health insurance	18
Helpful contacts	10
I	
Insurance	
Health, dental, and life	18
Supplemental	19
Unemployment	20
Workers' compensation	19
J	
Job vacancy announcements	11
Jury duty	27
L	
Leave	
Accrual	20
Assault	27
Bereavement	27
Court appearances	28
Discretionary	21
Family and medical	23
Jury duty	27
Local	22
Medical certification	26
Military	28
Nondiscretionary	21
Personal	21
Sick	22
Temporary disability	26
Workers compensation	27
Leaves and absences	20
M	
Medications	56
Military leave	28
Mission statement	7
N	
Name and address changes	49
No Child Left Behind Act	14
Nonrenewal	53
O	
Outside employment	15

Overtime	
Defined	18
Pay	18
P	
Parent and student complaints	55
Parent notification	14
Paychecks	
Deductions	17
Payroll Schedule	17
Performance evaluation	15
Personal leave	21
Personnel records	48
Pest control treatment	40
Political activities	37
Possession of weapons	39
Psychotropic drugs	56
Publications	29
Purchasing procedures	49
Q	
Qualifying exigency	27

R

Reassignments.....	13
Reports to SBEC	54
Resignations	
Contract employees.....	53
Noncontract employees.....	53
Retirement	
Benefits	20
Employment.....	10
S	
Safety, Campus	43
Salaries	16
School	
Calendar	10
Closing	41
Sexual Harassment.....	34
Sick leave	22
Staff development	16
Standards of conduct.....	30
Stipends.....	16
Student	
Attendance	49, 57
Complaints	55
Discipline	57
Issues	55
Medication	56
Records	55
Student harassment	34
Supplemental insurance	19

T

Teacher retirement	20
Temporary Disability Leave	26
Termination	
Dismissal during the	
contract term	53
Exit interviews	54
Noncontract employees.....	53
Nonrenewal	53
Reports to SBEC	54
Resignations	53
Tobacco use	38
Transfers	13
Travel expense reimbursement	18
Tutoring.....	15
U	
Unemployment compensation	
insurance	20
V	
Visitors	39, 43
W	
Wages	16
Weapons.....	39
Workers compensation	
Benefits	19
Insurance	19
Workload.....	14

Last Name: _____

Lago Vista Independent School District 2014-2015 Employee Handbook Receipt

Name _____

Campus/Department _____

Employees have the option of receiving the handbook in electronic format or hard copy. *The electronic version of the handbook can be found on the district's website in the Human Resource area.*

I hereby acknowledge receipt of the Lago Vista ISD Employee Handbook. I agree to read the handbook and abide by the standards, policies, and procedures defined or referenced in this document.

Please indicate your choice by checking the appropriate box below:

- I choose to receive the employee handbook in electronic format and accept responsibility for accessing the handbook according to the instructions provided.
- I choose to receive a hard copy of the employee handbook.

The information in this handbook is subject to change. I understand that changes in district policies may supersede, modify, or render obsolete the information summarized in this booklet. As the district provides updated policy information, I accept responsibility for reading and abiding by the changes.

I understand that no modifications to contractual relationships or alterations of at-will employment relationships are intended by this handbook.

I understand that I have an obligation to inform my supervisor or department head of any changes in personal information, such as phone number, address, etc. I also accept responsibility for contacting my supervisor or the campus principal if I have questions or concerns or need further explanation.

Employee Signature

Date



Lago Vista

Independent School District

2014-2015

Student Handbook

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

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

Certain information about District students is considered directory information and will be released to anyone who follows the procedures for requesting the information unless the parent or guardian objects to the release of the directory information about the student. If you do not want Lago Vista ISD to disclose directory information from your child's education 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.

This means that the District must give certain personal information (called "directory information") about your child to any person who requests it, unless you have told the District in writing not to do so. In addition, you have the right to tell the District that it may, or may not, use certain personal information about your child for specific school-sponsored purposes. The District is providing you this form so you can communicate your wishes about these issues. [See **Directory Information** for more information.]

Parent's Response Regarding Release of Student Information

For the following school-sponsored purposes: all District publications and announcements, Lago Vista ISD has designated the following information as directory information [See FL(LOCAL)]:

- Student's name
- Photograph
- Date and place of birth
- Major field of study
- Degrees, honors, and awards received
- Dates of attendance
- Grade level
- Most recent school previously attended
- Participation in officially recognized activities and sports
- Weight and height, if a member of an athletic team

Directory information identified only for limited school-sponsored purposes remains otherwise confidential and will not be released to the public without the consent of the parent or eligible student.

Parent: Please complete the following only if you do not give permission for Lago Vista ISD to disclose the directory information above from your child's education records without your prior written consent.

I, parent of _____ (student's name), do not give the District permission to use the information in the above list for the specified school-sponsored purposes.

Parent signature _____ Date _____

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

Parent's Response Regarding Release of Student Information

For all other purposes, Lago Vista ISD has designated the following information as directory information [See FL(LOCAL)]:

- Student's name
- Date and place of birth
- Major field of study
- Degrees, honors, and awards received
- Dates of attendance
- Grade level
- Most recent school previously attended
- Participation in officially recognized activities and sports
- Weight and height, if a member of an athletic team

Parent: Please complete the following only if you do not give permission for Lago Vista ISD to disclose the directory information above from your child's education records without your prior written consent.

I, parent of _____ (student's name), do not give the District permission to release the information in this list in response to a request unrelated to school-sponsored purposes.

Parent signature _____ Date _____

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

Parent's Objection to the Release of Student Information to Military Recruiters & Institutions of Higher Education

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

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

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

Parent signature _____ Date _____

Please note that if this form is not returned with the other materials identifying what the District considers directory information, the District will assume that permission has been granted for the release of this information.

Table of Contents

PREFACE.....	1
SECTION I: PARENTAL RIGHTS AND RESPONSIBILITIES	2
PARENTAL INVOLVEMENT.....	3
Working Together.....	3
Parent Involvement Coordinator.....	3
PARENTAL RIGHTS	4
Obtaining Information and Protecting Student Rights.....	4
“Opting Out” of Surveys and Activities	4
Inspecting Surveys.....	4
Requesting Professional Qualifications of Teachers and Staff.....	4
Reviewing Instructional Materials.....	4
Displaying a Student’s Artwork, Projects, Photos, and Other Original Work	5
Accessing Student Records.....	5
Granting Permission to Video or Audio Record a Student.....	5
Granting Permission to Receive Parenting and Paternity Awareness Instruction	5
Removing a Student Temporarily from the Classroom	5
Removing a Student from Human Sexuality Instruction.....	6
Removing a Student from Class for Tutoring or Test Preparation Purposes.....	6
Excusing a Student from Reciting the Pledges to the U.S. and Texas Flags.....	6
Excusing a Student from Reciting a Portion of the Declaration of Independence	7
Requesting Limited or No Contact with a Student through Electronic Media.....	7
Requesting Notices of Certain Student Misconduct	7
Prohibiting the Use of Corporal Punishment.....	7
School Safety Transfers	7
Requesting Classroom Assignment for Multiple Birth Siblings	8
Parents of Students with Disabilities with Other School-Aged Children in the Home	8
Request for the Use of a Service/Assistance Animal.....	8
Providing Assistance to Students Who Have Learning Difficulties or Who Need Special Education Services.....	8
Students With Physical or Mental Impairments Protected under Section 504	8
Parents of Students Who Speak a Primary Language Other than English	9
Accommodations for Children of Military Families	9
Student Records	9

Directory Information	10
Release of Student Information to Military Recruiters and Institutions of Higher Education	11
SECTION II: OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS .	11
ABSENCES/ATTENDANCE	11
Compulsory Attendance.....	11
Exemptions to Compulsory Attendance	12
Failure to Comply with Compulsory Attendance	12
Attendance for Credit or Final Grade	12
Official Attendance-Taking Time.....	13
Documentation after an Absence	13
Doctor’s Note after an Absence for Illness.....	13
Driver License Attendance Verification.....	13
AWARDS AND HONORS	14
BULLYING	14
CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS.....	14
CELEBRATIONS.....	15
CHILD SEXUAL ABUSE AND OTHER MALTREATMENT OF CHILDREN	15
CLASS RANK / HIGHEST RANKING STUDENT	15
CLASS SCHEDULES	16
COLLEGE AND UNIVERSITY ADMISSIONS	16
COLLEGE CREDIT COURSES.....	16
COMPLAINTS AND CONCERNS.....	17
CONDUCT	17
Applicability of School Rules.....	17
Disruptions of School Operations.....	17
Social Events.....	17
CONTAGIOUS DISEASES / CONDITIONS	18
COUNSELING.....	18
Academic Counseling.....	18
Personal Counseling.....	18
Psychological Exams, Tests, or Treatment.....	18
COURSE CREDIT	18
CREDIT BY EXAM—If a Student Has Taken the Course.....	18
CREDIT BY EXAM—If a Student Has Not Taken the Course.....	19

DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION	19
Dating Violence	19
Discrimination.....	19
Harassment.....	20
Sexual Harassment and Gender-Based Harassment	20
Retaliation.....	20
Reporting Procedures.....	20
Investigation of Report	21
DISCRIMINATION	21
DISTANCE LEARNING	21
DISTRIBUTION OF PUBLISHED MATERIALS OR DOCUMENTS	21
School Materials	21
Nonschool Materials...from students	21
Nonschool Materials...from others.....	21
DRESS AND GROOMING	22
ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES.....	22
Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones	22
Possession and Use of Other Personal Electronic Devices.....	23
Instructional Use of Personal Telecommunications and Other Electronic Devices	23
Acceptable Use of District Technology Resources	23
Unacceptable and Inappropriate Use of Technology Resources	23
END-OF-COURSE (EOC) ASSESSMENTS	24
EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS	24
Standards of Behavior.....	25
Offices and Elections	25
FEES	25
FOOD SERVICE	25
FUND-RAISING	26
GANG-FREE ZONES	27
GENDER-BASED HARASSMENT.....	28
GRADE LEVEL CLASSIFICATION.....	28
GRADING GUIDELINES	28
GRADUATION	28

Requirements for a Diploma for a Student Enrolled in High School Prior to the 2014–15 School Year.....	28
Requirements for a Diploma Beginning with the 2014–15 School Year	28
Testing Requirements for Graduation.....	29
Minimum, Recommended, and Advanced/Distinguished Achievement Graduation Programs	29
Foundation Graduation Program.....	31
Personal Graduation Plans for Students Under The Foundation Graduation Program	32
Available Course Options for all Graduation Programs	33
Certificates of Coursework Completion	33
Students with Disabilities	33
Graduation Activities	33
Graduation Speakers	34
Graduation Expenses	34
Scholarships and Grants.....	34
HARASSMENT	34
HAZING	34
HEALTH-RELATED MATTERS	35
Student Illness.....	35
Bacterial Meningitis.....	35
Food Allergies.....	36
Head Lice.....	36
Physical Activity for Students in Elementary and Middle School	36
School Health Advisory Council (SHAC).....	37
Other Health-Related Matters	37
Physical Fitness Assessment.....	37
Vending Machines	37
Tobacco Prohibited.....	37
Asbestos Management Plan	37
Pest Management Plan.....	37
HOMELESS STUDENTS	38
HOMEWORK.....	38
ILLNESS.....	38
IMMUNIZATION	38
LAW ENFORCEMENT AGENCIES	39

Questioning of Students	39
Students Taken Into Custody	39
Notification of Law Violations	39
LEAVING CAMPUS	40
During Lunch	40
At Any Other Time During the School Day	40
LIMITED ENGLISH PROFICIENT STUDENTS	41
LOST AND FOUND	41
MAKEUP WORK	41
Makeup Work Because of Absence	41
DAEP Makeup Work	42
In-school Suspension (ISS) Makeup Work	42
MEDICINE AT SCHOOL	42
Psychotropic Drugs	43
NONDISCRIMINATION STATEMENT	43
NONTRADITIONAL ACADEMIC PROGRAMS	44
PHYSICAL EXAMINATIONS / HEALTH SCREENINGS	44
PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE	44
PRAYER	44
PROMOTION AND RETENTION	44
RELEASE OF STUDENTS FROM SCHOOL	45
REPORT CARDS / PROGRESS REPORTS AND CONFERENCES	46
RETALIATION	46
SAFETY	46
Accident Insurance	46
Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies	47
Emergency Medical Treatment and Information	47
Emergency School-Closing Information	47
SAT, ACT, AND OTHER STANDARDIZED TESTS	47
SCHEDULE CHANGES	47
SCHOOL FACILITIES	47
Use by Students Before and After School	47
Conduct Before and After School	48
Use of Hallways During Class Time	48

Cafeteria Services	48
Library.....	48
Meetings of Noncurriculum-Related Groups.....	48
SEARCHES	48
Students’ Desks and Lockers	48
Telecommunications and Other Electronic Devices.....	49
Vehicles on Campus	49
Trained Dogs.....	49
Metal Detectors.....	49
Drug-Testing	49
SEXUAL HARASSMENT.....	49
SPECIAL PROGRAMS	49
STANDARDIZED TESTING	50
SAT/ACT (Scholastic Aptitude Test and American College Test).....	50
STAAR (State of Texas Assessments of Academic Readiness).....	51
Grades 3–8	51
End-of-Course (EOC) Assessments for Students in Grades 9–12.....	51
TSI (Texas Success Initiative) Assessment	51
STEROIDS	52
STUDENTS IN FOSTER CARE	52
STUDENT SPEAKERS	52
SUBSTANCE ABUSE PREVENTION AND INTERVENTION.....	52
SUICIDE AWARENESS	52
SUMMER SCHOOL	52
TARDINESS	53
TEXTBOOKS, ELECTRONIC TEXTBOOKS, TECHNOLOGICAL EQUIPMENT, AND OTHER INSTRUCTIONAL MATERIALS	53
TRANSFERS.....	53
TRANSPORTATION.....	53
School-Sponsored Trips.....	53
Buses and Other School Vehicles.....	53
VANDALISM.....	54
VIDEO CAMERAS.....	54
VISITORS TO THE SCHOOL	54
General Visitors	54

Visitors Participating in Special Programs for Students.....	54
VOLUNTEERS	55
VOTER REGISTRATION	55
WITHDRAWING FROM SCHOOL	55
Glossary	56
APPENDIX I: Freedom From Bullying Policy	58
APPENDIX II: District Level Staff and Trustees.....	60
APPENDIX III: LVISD Standards of Attire	61
APPENDIX IV: Responsible Use Guidelines for Technology.....	61
APPENDIX V: Visitor Identification System	69
APPENDIX VI: District Guidelines for the Treatment of Pediculosis	70
APPENDIX VII: Elementary Supplement.....	71
APPENDIX VIII: Middle School Supplement.....	77
APPENDIX IX: High School Supplement	84

PREFACE

Dear Students and Parents,

Welcome to 2014–2015 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 Lago Vista ISD Student Handbook is designed to provide a resource for some of the basic information that you and your child will need during the school year. In an effort to make it easier to use, the handbook is divided into two sections:

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

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

Please be aware that the term “parent,” unless otherwise noted, is used to refer to the parent, legal guardian, or any other person who has agreed to assume school-related responsibility for a student. Both students and parents should become familiar with the Lago Vista ISD Student Code of Conduct, which is a document adopted by the board and intended to promote school safety and an atmosphere for learning. That document may be found on the District’s website at <http://www.lagovistaisd.net> and is available in hard copy upon request.

The Student Handbook is a general reference guide only and is designed to be in harmony with board policy and the Student Code of Conduct. Please be aware that it is not a complete statement of all policies, procedures, or rules that may be applicable in a given circumstance. In case of conflict between board policy (including the Student Code of Conduct) and any provisions of the Student Handbook, the current provisions of board policy and the Student Code of Conduct are to be followed.

Also, please be aware that the Student Handbook is updated yearly, while policy adoption and revision may occur throughout the year. The District encourages parents to stay informed of proposed board policy changes by attending board meetings. Changes in policy or other rules that affect Student Handbook provisions will be made available to students and parents through newsletters or other communications. The District reserves the right to modify provisions of the Student Handbook at any time, whenever it is deemed necessary. Notice of any revision or modification will be given as is reasonably practical under the circumstances. Although the Student Handbook may refer to rights established through law or District policy, the Student Handbook does not create any additional rights for students and parents. It does not, nor is it intended to, create contractual or legal rights between any student or parent and the District.

If you or your child has questions about any of the material in this handbook, please contact your campus principal. Also, please complete and return to your child’s campus the following information from the enrollment packet:

1. Acknowledgment of Electronic Distribution of Student Code of Conduct form;
2. Acknowledgment of Electronic Distribution of Student Handbook form;
3. Notice Regarding Directory Information and Parent’s Response Regarding Release of Student Information form, if you choose to restrict the release of directory information;
4. Parent’s Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education form, if you choose to restrict the release of information to these entities; and
5. Consent/Opt-Out Form.

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

Please note that references to policy codes are included so that parents can refer to current board policy. The District’s official policy manual is available for review in the superintendent’s office and an unofficial electronic copy is available at <http://www.lagovistaisd.net>.



LAGO VISTA ISD MISSION, VISION, & COMMITMENTS

District Mission

Lago Vista Independent School District will continue to establish a tradition of excellence by providing engaging curriculum and instruction that encourages collaboration, communication, and critical thinking, by leading educational innovation in technology and facilities, and by fostering community partnerships that create a community of learners dedicated to promoting high expectations and achievement for all students.

District Vision

Lago Vista Independent School District equips students for the rigors of the 21st century by preparing them for a global based digital economy.

District Commitments

- We will maximize student achievement by providing educational programs that engage all students, by developing an extensive curriculum that emphasizes collaboration, critical thinking, and creativity, and by using high quality instructional strategies.
- We will prepare graduates for success in college and career by promoting leadership, digital citizenship, service, integrity, and character in a nurturing educational environment committed to high expectations for all students.
- We will attract and maintain high quality professionals by offering competitive pay and benefits and by determining and meeting their specific professional development needs.
- We will nurture partnerships with our families and community to ensure active involvement in promoting high expectations, strong values, and the academic achievement and success of all students.
- We will develop a sustainable and visionary approach to student facility enhancement focused on meeting the long-term needs of the district in an efficient, transparent, and collaborative manner.

SECTION I: PARENTAL RIGHTS AND RESPONSIBILITIES

This section of the Lago Vista ISD Student Handbook includes information related to the rights and responsibilities of parents as specified in state or federal law and provides parental notices required by law.

PARENTAL INVOLVEMENT

Working Together

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

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

Parent Involvement Coordinator

The Parent Involvement Coordinator, who works with parents of students participating in Title I programs is Dr. Suzy Lofton and may be contacted at (512) 267-8300.

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).]

“Opting Out” of Surveys and Activities

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

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

Inspecting Surveys

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

Requesting Professional Qualifications of Teachers and Staff

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

Reviewing Instructional Materials

As a parent, you have a right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered to your child. [Also see **Removing a Student Temporarily from the Classroom** and **Removing a Student from Human Sexuality Instruction** for additional information.]

Displaying a Student's Artwork, Projects, Photos, and Other Original Work

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

Accessing Student Records

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

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

[See **Student Records**.]

Granting Permission to Video or Audio Record a Student

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

- When it is to be used for school safety;
- When it relates to classroom instruction or a co-curricular or extracurricular activity; or
- When it relates to media coverage of the school.

Granting Permission to Receive Parenting and Paternity Awareness Instruction

As a parent, if your child is under the age of 14, you must grant permission for your child to receive instruction in the District's parenting and paternity awareness program or your child will not be allowed to participate in the instruction. This program, developed by the Office of the Texas Attorney General and the State Board of Education (SBOE), is incorporated into the District's health education classes.

Removing a Student Temporarily from the Classroom

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

Removing a Student from Human Sexuality Instruction

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

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

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

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

The Board shall select any instruction related to human sexuality, sexually transmitted diseases or human immunodeficiency virus (HIV) or acquired immune deficiency syndrome (AIDS) with the advice of the local school health advisory council. The instruction must: present abstinence as the preferred choice of behavior for unmarried persons of school age; devote more attention to abstinence than to any other behavior; emphasize that abstinence is the only method that is one hundred percent effective in preventing pregnancy, sexually transmitted diseases, infection with HIV or AIDS, and the emotional trauma associated with adolescent sexual activity; direct adolescents to a standard of behavior in which abstinence before marriage is the most effective way to prevent pregnancy, sexually transmitted diseases and infection with HIV or AIDS; and teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates, if instruction on contraception and condoms is included in the curriculum. [See policy EHAA (LEGAL).]

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.

Removing a Student from Class for 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 schools will always attempt to provide tutoring and strategies for test-taking in ways that prevent removal from other instruction as much as possible. In accordance with state law and policy EC, the school will not remove a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the school days on which the class is offered, unless the student's parent consents to this removal. The schools 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.]

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

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

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

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).]

Requesting Limited or No Contact with a Student through Electronic Media

Teachers and other approved employees are permitted by the District to communicate with students through the use of electronic media within the scope of the individual’s professional responsibilities. For example, a teacher may set up a social networking page for his or her class that has information related to class work, homework, and tests. As a parent, you are welcome to join or become a member of such a page. An employee described above may also contact a student individually through electronic media to communicate about items such as homework or upcoming tests. If you have questions related to the use of electronic media by District employees, please contact the campus principal.

Requesting Notices of Certain Student Misconduct

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

Prohibiting the Use of Corporal Punishment

Corporal punishment—spanking or paddling the student—may be used as a discipline management technique in accordance with the Student Code of Conduct and policy FO(LOCAL) in the District’s policy manual. If you do not want corporal punishment to be administered to your child as a method of student discipline, please indicate so on the student enrollment form. A signed statement must be provided each year if you do not want corporal punishment to be administered to your child. You may choose to revoke this prohibition at any time during the year by providing a signed statement to the campus principal. However, District personnel may choose to use discipline methods other than corporal punishment even if the parent requests that this method be used on the student.

School Safety Transfers

As a parent, you may:

- Request the transfer of your child to another classroom or campus if your child has been determined by the District to be a victim of bullying as the term is defined by Education Code 37.0832. Transportation is not provided for a transfer to another campus. See the superintendent or campus principal for information.
- Consult with District administrators if your child has been determined by the District to have engaged in bullying and the board decides to transfer your child to another classroom or campus. Transportation is not provided for a transfer to another campus. [See **Bullying**, policy FDB, and policy FFI.]
- Request the transfer of your child to attend a safe public school in the District if your child attends school at a campus identified by TEA as persistently dangerous or if your child has been a victim of a violent criminal offense while at school or on school grounds. [See policy FDE(LOCAL).]
- Request the transfer of your child to another District campus OR a neighboring District if your child has been the victim of a sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault. If the victim does not wish to transfer, the District will transfer the assailant in accordance with policy FDE.

Requesting Classroom Assignment for Multiple Birth Siblings

As a parent, if your children are multiple birth siblings (e.g., twins, triplets, etc.) assigned to the same grade and campus, you may request 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).]

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

If a student is receiving special education services at a campus outside his or her attendance zone, the parent or guardian may request 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 any transportation prior to requesting a transfer for any other children in the home. [See policy FDB(LOCAL).]

Request for the Use of a Service/Assistance Animal

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

Assistance to Students Who Have Learning Difficulties or Who Need Special Education Services

If a child is experiencing learning difficulties, the parent may contact the person listed below to learn about the District's overall general education referral or screening system for support services. This system links students to a variety of support options, including referral for a special education evaluation. Students having difficulty in the regular classroom should be considered for tutorial, compensatory, and other academic or behavior support services that are available to all students including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of Districts to meet the needs of all struggling students. At any time, a parent is entitled to request an evaluation for special education services. Within a reasonable amount of time, the District must decide if the evaluation is needed. If the evaluation is needed, the parent will be notified and asked to provide informed written consent for the evaluation. The District must complete the evaluation and the report within the timeline prescribed by law once the District receives written consent. The District must give a copy of the evaluation report to the parent.

If the District determines that the evaluation is not needed, the District will provide the parent with prior written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parents of their rights, if they disagree with the District. The District is required to give parents the *Notice of Procedural Safeguards—Rights of Parents of Students with Disabilities*. Additional information regarding the Individuals with Disabilities Education Act (IDEA) is available from the school District in a companion document, *A Guide to the Admission, Review, and Dismissal Process*.

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

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

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education services is Teresa Smith at (512) 267-8300.

Students With Physical or Mental Impairments Protected under Section 504

A child determined to have a physical or mental impairment that substantially limits a major life activity, as defined by law, and who does not otherwise qualify for special education services, may qualify for protections under Section 504 of the Rehabilitation Act. Section 504 is a federal law designed to prohibit discrimination against individuals with disabilities. When an evaluation is requested, a committee will be formed to determine if the child is in need of services and supports under Section 504 to receive a free appropriate public education (FAPE), as this is defined in federal law. The designated person to contact regarding a referral for evaluation applicable to Section 504 is Teresa Smith at (512) 267-8300. [Also see policy FB.]

Parents of Students Who Speak a Primary Language Other than English

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

Accommodations for Children of Military Families

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

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

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

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

Student Records

Both federal 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. For purposes of student records, an "eligible" student is one who is 18 or older or who is attending an institution of postsecondary education.

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

- The parents—whether married, separated, or divorced—unless the school is given a copy of a court order terminating parental rights or the right to access a student's education records. Federal law requires that, as soon as a student becomes 18, is emancipated by a court, or enrolls in a postsecondary institution, control of the records goes to the student. The parents may continue to have access to the records, however, if the student is a dependent for tax purposes and under limited circumstances when there is a threat to the health and safety of the student or other individuals.
- District school officials who have what federal law refers to as a "legitimate educational interest" in a student's records. School officials would include trustees and employees, such as the superintendent, administrators, and principals; teachers, school counselors, diagnosticians, and support staff; a person or company with whom the District has contracted or allowed to provide a particular service or function (such as an attorney, consultant, auditor, medical consultant, therapist, or volunteer); a parent or student serving on a school committee; or a parent or student assisting a school official in the performance of his or her duties. "Legitimate educational interest" in a student's records includes working with the student; considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities; compiling statistical data; reviewing an educational record to fulfill the official's professional responsibility; or investigating or evaluating programs.
- Various governmental agencies, including juvenile service providers and Child Protective Services (CPS) caseworkers or other child welfare representatives, in certain cases.
- Individuals or entities granted access in response to a subpoena or court order.
- A school or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she is already enrolled.

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

The 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 may inspect records during regular school hours. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records. A parent or eligible student who provides a written request and pays copying costs of ten cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the District will either provide a copy of the records requested or make other arrangements for the parent or student to review these records. The address of the superintendent's office is 8039 Bar K Ranch Road, Lago Vista, TX 78645.

The address(es) of the principals' offices are:

Lago Vista Elementary School - 20311 Dawn Drive, Lago Vista, TX 78645

Lago Vista Middle School - 20801 Hwy. 1431, Lago Vista, TX 78645

Lago Vista High School - 5185 Lohman Ford Rd, Lago Vista, TX 78645

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

Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the general complaint process found in policy FNG(LOCAL). A grade issued by a classroom teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the District's grading policy. [See FINALITY OF GRADES at FNG(LEGAL), **Report Cards/Progress Reports and Conferences** and **Student or Parent Complaints and Concerns** for an overview of the process.]

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

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

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

Directory Information

The law permits the District to designate certain personal information about students as "directory information." This "directory information" will be released to anyone who follows procedures for requesting it. However, the parent or an eligible student may prevent release of a student's directory information. This objection must be made in writing to the principal within ten school days of your child's first day of instruction for this school year. [See the **Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information** included in this handbook.]

The District often needs to use student information for the following school-sponsored purposes: all District publications and announcements. For these specific school-sponsored purposes, the District has designated the following as directory information: Student's name; Photograph; Date and place of birth; Major field of study; Degrees, honors, and awards received; Dates of attendance; Grade level; Most recent school previously attended; Participation in officially recognized activities and sports; Weight and height, if a member of an athletic team. If

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

For all other purposes, the District has identified the following as directory information: Student's name; Date and place of birth; Major field of study; Degrees, honors, and awards received; Dates of attendance; Grade level; Most recent school previously attended; Participation in officially recognized activities and sports; Weight and height, if a member of an athletic team. If you do not object to the use of your child's information for these purposes, the school must release this information when the school receives a request from an outside entity or individual.

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

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

SECTION II: OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS

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

ABSENCES/ATTENDANCE

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

Compulsory Attendance

State law requires that a student between the ages of six and 18 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.

A student who voluntarily attends or enrolls after his or her 18th birthday is required to attend each school day until the end of the school year. If a student 18 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.]

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.

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.

Exemptions to Compulsory Attendance

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

- Religious holy days;
- Required court appearances;
- Activities related to obtaining United States citizenship;
- Service as an election clerk;
- Documented health-care appointments for the student or a child of the student, including absences for recognized services for students diagnosed with autism spectrum disorders. A note from the health-care provider must be submitted upon the student's arrival or return to campus; and
- For students in the conservatorship (custody) of the state,
 - Mental health or therapy appointments; or
 - Court-ordered family visitations or any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours.

In addition, a junior or senior student's absence of up to two days related to visiting a college or university will be considered an exemption, provided this has been authorized by the board under policy FEA(LOCAL), the student receives approval from the campus principal, follows the campus procedures to verify such a visit, and makes up any work missed. Absences of up to two days in a school year will also be considered an exemption for a student serving as an early voting clerk, provided the District's board of trustees has authorized this in policy FEA(LOCAL), the student notifies his or her teachers, and the student receives approval from the principal prior to the absences.

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

A court of law may also impose penalties against both the student and his or her parents 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, or
- Is absent without excuse on three or more days or parts of days within a four-week period.

For a student younger than 12 years of age, the student's parent could be charged with an offense based on the student's failure to attend school. If a student age 12 through age 17 violates the compulsory attendance law, both the parent and student could be charged with an offense. [See policy FEA(LEGAL).]

Attendance for Credit or Final Grade

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

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

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

- All absences, whether excused or unexcused, must be considered in determining whether a student has attended the required percentage of days. If makeup work is completed, absences for the reasons listed above at **Exemptions to Compulsory Attendance** will be considered days of attendance for this purpose.
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the District.
- In reaching a decision about a student's absences, the committee will attempt to ensure that it is in the best interest of the student.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences.
- The committee will consider whether the absences were for reasons over which the student or the student's parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit or a final grade.

The student or parent may appeal the committee's decision to the board of trustees by filing a written request with the superintendent in accordance with policy FNG(LOCAL). The actual number of days a student must be in attendance in order to receive credit or a final grade will depend on whether the class is for a full semester or for a full year.

Official Attendance-Taking Time

The District must submit attendance of its students to the Texas Education Agency (TEA) reflecting attendance at a specific time each day. Official attendance is taken every day at 10:00am (9:50am at elementary). A student absent for any portion of the day, including at the official attendance-taking time, should follow the procedures below to provide documentation of the absence.

Documentation after an Absence

When a student is absent from school, the student—upon arrival or return to school—must bring a note signed by the parent that describes the reason for the absence. A note signed by the student, even with the parent's permission, will not be accepted unless the student is 18 or older or is an emancipated minor under state law. A phone call from the parent may be accepted, but the District reserves the right to require a written note. The campus will document in its attendance records for the student whether the absence is considered by the District to be excused or unexcused. Please note that, unless the absence is for a statutorily allowed reason under compulsory attendance laws, the District is not required to excuse any absence, even if the parent provides a note explaining the absence.

Doctor's Note after an Absence for Illness

Upon return to school, a student absent for more than 5 consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student's extended absence from school. Otherwise, the student's absence may be considered unexcused and, if so, would be considered to be in violation of compulsory attendance laws. Should the student develop a questionable pattern of absences, the principal or attendance committee may require a statement from a doctor or health clinic verifying the illness or condition that caused the student's absence from school in order to determine whether the absence or absences will be excused or unexcused. [See policy FEC(LOCAL).]

Driver License Attendance Verification

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

AWARDS AND HONORS

Awards and honors are given for accomplishments, such as honor roll and perfect attendance. The individual campuses are responsible for the coordination of these recognitions. Questions related to awards and honors should be directed to the campus principal.

BULLYING

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

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

This conduct is considered bullying if it exploits an imbalance of power between the student perpetrator(s) and the student victim and if it interferes with a student's education or substantially disrupts the operation of the school. Bullying is prohibited by the District and could include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name-calling, rumor-spreading, or ostracism. In some cases, bullying can occur through electronic methods, called "cyberbullying." If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, school counselor, principal, or another District employee as soon as possible to obtain assistance and intervention. The administration will investigate any allegations of bullying or other related misconduct.

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

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

A copy of the District's policy is available in the principal's office, superintendent's office, and on the District's website, and is included at the end of this handbook in the form of an appendix. Procedures related to reporting allegations of bullying may also be found on the District's website. A student or parent who is dissatisfied with the outcome of an investigation may appeal through policy FNG(LOCAL). [Also see **Dating Violence, Discrimination, Harassment, and Retaliation, School Safety Transfers, Hazing**, policy FFI, and the **District Improvement Plan**, a copy of which can be viewed in the superintendent's office.]

CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS

The District offers career and technical education programs in the following areas: Architecture & Construction; Business Management & Administration; Finance; Health Science; Manufacturing; and Marketing. Lago Vista ISD will take steps to ensure that lack of English language skills will not be a barrier to admission and participation in all educational and CTE programs. [Also see **Nondiscrimination Statement** for additional information regarding the District's efforts regarding participation in these programs.]

CELEBRATIONS

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

CHILD SEXUAL ABUSE AND OTHER MALTREATMENT OF CHILDREN

The District has established a plan for addressing child sexual abuse and other maltreatment of children, which is addressed in the District Improvement Plan located at <http://www.lagovistaisd.net>. As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

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

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

As a parent, if your child is a victim of sexual abuse or other maltreatment, the school counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (TDFPS) also manages early intervention counseling programs. To find out what services may be available in your county, see http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp.

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

- <https://www.childwelfare.gov/pubs/factsheets/whatiscan.pdf>
- http://www.keepkidshealthy.com/welcome/commonproblems/child_abuse.html
- <http://www.taasa.org/member/materials2.php>
- http://www.oag.state.tx.us/AG_Publications/txts/childabuse1.shtml
- http://www.oag.state.tx.us/AG_Publications/txts/childabuse2.shtml

Reports of abuse or neglect may be made to the CPS division of the TDFPS (1-800-252-5400 or on the web at <http://www.txabusehotline.org>).

CLASS RANK / HIGHEST RANKING STUDENT

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

affected by these changes. [See the **Lago Vista ISD Grading Guidelines** for information on class rank. For further information, see policy EIC.]

CLASS SCHEDULES

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

COLLEGE AND UNIVERSITY ADMISSIONS

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

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

*Beginning with ninth graders in the 2014–2015 school year, to be eligible for automatic admission to a Texas four-year college or university, a student must be on track to graduate with the distinguished level of achievement under the foundation graduation program. This means that a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses. In addition, the student must submit a completed application for admission in accordance with the deadline established by the college or university. The student is ultimately responsible for ensuring that he or she meets the admission requirements of the university or college to which the student submits an application.

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the University’s enrollment capacity for incoming resident freshmen. For students who are eligible to enroll in the University of Texas at Austin during the summer or fall 2015 term, the University will be admitting the top seven percent of the high school’s graduating class who meet the above requirements. The University through a holistic review process will consider additional applicants.

Should a college or university adopt an admissions policy that automatically accepts the top 25 percent of a graduating class, the provisions above will also apply to a student ranked in the top 25 percent of his or her class. Students and parents should contact the school counselor for further information about automatic admissions, the application process, and deadlines. [See also **Class Rank/Highest Ranking Student** for information specifically related to how the District calculates a student’s rank in class and **Graduation Requirements** for information associated with the foundation graduation program. See also the **Lago Vista ISD Grading Guidelines**.]

COLLEGE CREDIT COURSES

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

- Certain courses taught at the high school campus, which may include courses termed dual credit or Advanced Placement (AP);
- Enrollment in an AP or dual credit course through the Texas Virtual School Network;
- Enrollment in articulated courses taught in conjunction and in partnership with Austin Community College and/or the University of Texas at Austin;

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

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

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

COMPLAINTS AND CONCERNS

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

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

CONDUCT

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—on and off campus, as well as in District vehicles—and consequences for violation of these standards. The District has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules. During any periods of instruction during the summer months, the Student Handbook and Student Code of Conduct in place for the year immediately preceding the summer period shall apply, unless the District amends either or both documents for the purposes of summer instruction.

Disruptions of School Operations

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

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

Social Events

School rules apply to all school social events. Guests attending these events are expected to observe the same rules as students, and a student inviting a guest will share responsibility for the conduct of his or her guest. A student attending a social event will be asked to sign out when leaving before the end of the event; anyone leaving before the official end of the event will not be readmitted. Please contact the campus principal if you are interested in serving as a chaperone for any school social events.

CONTAGIOUS DISEASES / CONDITIONS

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

COUNSELING

Academic Counseling

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

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

Personal Counseling

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 make this request through the front office or by speaking to the counselor directly. As a parent, if you are concerned about your child's mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance. [Also see **Substance Abuse Prevention and Intervention** and **Suicide Awareness**.]

Psychological Exams, Tests, or Treatment

The school will not conduct a psychological examination, test, or treatment without first obtaining the parent's written consent. Parental consent is not necessary when state or federal law for special education purposes or the Texas Education Agency for child abuse investigations and reports requires a psychological examination, test, or treatment. [For more information, refer to policies EHBAA(LEGAL), FFE(LEGAL), and FFG(EXHIBIT).]

COURSE CREDIT

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

CREDIT BY EXAM—If a Student Has Taken the Course

A student who has previously taken a course or subject—but did not receive credit or a final grade for it—may, in circumstances determined by the principal or attendance committee, be permitted to earn credit by passing an exam approved by the District's board of trustees on the essential knowledge and skills defined for that course or subject. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a non-accredited school. The opportunity to take an examination to earn credit for a course or to be awarded a final grade in a subject after the student has had prior instruction is sometimes referred to as "credit recovery."

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

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

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

A student will be permitted to take an exam to earn credit for an academic course or subject area for which the student has had no prior instruction, i.e., for advancement, or to accelerate to the next grade level. The District's board of trustees approves the exams offered by the District, and state law requires the use of certain exams, such as College Board Advanced Placement (AP) and College Level Examination Program (CLEP) tests, when applicable. The dates on which exams are scheduled during the 2014–2015 school year will be published in appropriate District publications and on the District's website. The only exceptions to the published dates will be for any exams administered by another entity besides the District. In this case, a student and the District must comply with the testing schedule of the other entity. During each testing window provided by the District, a student may attempt a specific exam only once.

A student in grade 6 or above will earn course credit with a passing score of at least 80 on the exam, a scaled score of 60 or higher on an exam administered through the CLEP, or a score of 3 or higher on an AP exam, as applicable. A student may take an exam to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school's high school course sequence, the student must complete the course.

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

If a student plans to take an exam, the student (or parent) must register with the school counselor by the registration deadline. [For further information, see policy EHDC and the **Lago Vista ISD Grading Guidelines.**]

DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION

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

The board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person's race, color, religion, gender, national origin, disability, or any other basis prohibited by law. A copy of the District's policy is available on the District's website. [See policy FFH.]

Dating Violence

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

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

Discrimination

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

Harassment

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

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

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

Sexual Harassment and Gender-Based Harassment

Sexual harassment and gender-based harassment of a student by an employee, volunteer, or another student are prohibited. Examples of sexual harassment may include, but not be limited to, touching private body parts or coercing physical contact that is sexual in nature; sexual advances; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.

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

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

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

Retaliation

Retaliation against a person, who makes a good faith report of discrimination, or harassment, including dating violence, is prohibited. Retaliation against a person who is participating in an investigation of alleged discrimination or harassment is also prohibited. A person who makes a false claim or offers false statements or refuses to cooperate with a District investigation, however, may be subject to appropriate discipline. Examples of retaliation may include threats, rumor spreading, ostracism, assault, and 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 student's parent may make the report. See policy FFH(LOCAL) for the appropriate District officials to whom to make a report.

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

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

Investigation of Report

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

If a law enforcement or other regulatory agency notifies the District that it is investigating the matter and requests that the District delay its investigation, the District will resume the investigation at the conclusion of the agency's investigation. During the course of an investigation and when appropriate, the District will take interim action to address the alleged prohibited conduct.

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

All involved parties will be notified of the outcome of the District investigation within the parameters and limits allowed under the Family Educational Rights and Privacy Act (FERPA). A student or parent who is dissatisfied with the outcome of the investigation may appeal in accordance with policy FNG(LOCAL).

DISCRIMINATION

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

DISTANCE LEARNING

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

The Texas Virtual School Network (TxVSN) has been established as one method of distance learning. A student has the option, with certain limitations, to enroll in a course offered through the TxVSN to earn course credit for graduation. Depending on the TxVSN course in which a student enrolls, the course may be subject to the "no pass, no play" rules. [Also see **Extracurricular Activities, Clubs, and Organizations.**] In addition, for a student who enrolls in a TxVSN course for which an end-of-course (EOC) assessment is required, the student must still take the corresponding EOC assessment. If you have questions or wish to make a request that your child be enrolled in a TxVSN course, please contact the school counselor. Unless the campus principal makes an exception, a student will not be allowed to enroll in a TxVSN course if the school offers the same or a similar course. Contact the school counselor for additional learning opportunities available to district students.

If a student wishes to enroll in a correspondence course or a distance-learning course that is not provided through the TxVSN in order to earn credit in a course or subject, the student must receive permission from the principal prior to enrolling in the course or subject. If the student does not receive prior approval, the District may not recognize and apply the course or subject toward graduation requirements or subject mastery.

DISTRIBUTION OF PUBLISHED MATERIALS OR DOCUMENTS

School Materials

Publications prepared by and for the school may be posted or distributed, with the prior approval of the principal, sponsor, or teacher. Such items may include school posters, brochures, flyers, etc. The school yearbook is available to students. All school publications are under the supervision of a teacher, sponsor, and the principal. [See **Directory Information for School-Sponsored Purposes.**]

Non-school Materials...from students

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

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

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

Non-school Materials...from others

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

The campus principal has designated the front office as the location for approved non-school materials to be placed for voluntary viewing or collection. Prior review will not be required for:

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

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

DRESS AND GROOMING

The district's dress code is established to teach grooming and hygiene, 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 LVISD Standards of Attire in the appendix of this handbook. If the principal or designee determines that a student's grooming or clothing violates the school's dress code, the student will be given an opportunity to correct the problem at school. If not corrected, the student will be assigned to in-school suspension for the remainder of the day, until the problem is corrected, or until a parent or designee brings an acceptable change of clothing to the school. Repeated offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct. [See **LVISD Standards of Attire** in Appendix III.]

ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES

Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones

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

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

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

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

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

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

Possession and Use of Other Personal Electronic Devices

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

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

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

Instructional Use of Personal Telecommunications and Other Electronic Devices

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

Acceptable Use of District Technology Resources

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

Unacceptable and Inappropriate Use of Technology Resources

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

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as "sexting," will be disciplined according to the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement. Because engaging in this type of behavior can lead to bullying or harassment, as well as possibly impede future endeavors of a student,

Lago Vista ISD Student Handbook, 2014-2015

we encourage you to review with your child <http://beforeyoutext.com>, a state-developed program that addresses the consequences of engaging in inappropriate behavior using technology.

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

END-OF-COURSE (EOC) ASSESSMENTS

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

EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS

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

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

[Also see **Transportation**.]

State law and the rules of the University Interscholastic League (UIL)—a statewide association overseeing interDistrict competition— govern eligibility for initial and continuing participation in many of these activities. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students involved in UIL athletic activities and their parents can access the UIL Parent Information Manual at <https://www.uil texas.org/athletics/manuals>; the coach or sponsor of the activity on request can provide a hard copy. 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 the Texas Education Agency at (512) 463-9581 or curriculum@tea.state.tx.us. [See <http://www.uil texas.org> for additional information on all UIL-governed activities.]

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

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

- A student who receives at the end of a grading period a grade below 70 in any academic class—other than an Advanced Placement or International Baccalaureate course; or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or language other than English—may not participate in extracurricular activities for at least three school weeks.
- A student with disabilities 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.

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. [For further information, see policies at FM and FO. For student-organized, student-led groups, see **Meetings of Non-curriculum-Related Groups**.]

Offices and Elections

See individual campus program guidelines for specific information about clubs, organizations and performing groups that will hold elections for student officers.

FEES

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

- Costs for materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student accident insurance.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the District.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for lost or damaged textbooks, including technological equipment.
- Fees for driver training courses, if offered.
- Fees for optional courses offered for credit that require use of facilities not available on District premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- A reasonable fee for providing transportation to a student who lives within two miles of the school. [See **Buses and Other School Vehicles**.]
- A fee not to exceed \$50 for costs of providing an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program in order for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a District-provided request form.
- In some cases, a fee for a course taken through the Texas Virtual School Network (TxVSN).

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. [For further information, see policy FP.]

FOOD SERVICE

The Lago Vista Independent School District participates in the National School Lunch Program and offers free and reduced price breakfast and lunch based on the student's financial need. Information about the free and reduced lunch program can be obtained from the school office.

The school cafeteria is maintained as a vital part of the health program of the school. A well-balanced lunch is offered at a reasonable price. Students are expected to practice good manners and common courtesy at all times.

All students are expected to deposit money into their meal accounts before the start of school. Daily, weekly, and monthly meal tickets are available.

Prices

	<u>Elementary</u>	<u>MS/HS</u>	<u>Adult</u>
Breakfast	\$1.60	\$1.75	\$1.85
Lunch	\$2.50	\$2.75	\$3.15

When a student's charges reach \$10.00, there will be a denial of services in the normal lunch program. All will be served in lieu of the cafeteria fare so that no child will go hungry.

Smart Snacks

Beginning in the 2014-2015 school year, USDA has established new standards for all foods and beverages sold to students during the school day. These standards, known as Smart Snacks, apply to all items sold outside of the National School Lunch and Breakfast Programs including a la carte lunch lines, vending machines, school stores, snack carts, and fundraising events.

These new standards will help reduce the availability of junk food by establishing limits for calories, sodium, fat, and sugar. Furthermore, Smart Snacks encourages schools to provide fruits, vegetables, and other healthy alternatives that are whole-grain rich and nutrient dense.

CAN MY SCHOOL STILL HAVE 3 FREE DAYS TO SELL ITEMS THAT DO NOT MEET SMART SNACK REGULATIONS? *No, The Texas Department of Agriculture (TDA) has not designated any days for fundraising where the items sold do not meet the Smart Snack Rule.*

ARE FUNDRAISERS THAT SELL FOOD DURING THE SCHOOL DAY ALLOWED AND IF SO AT WHAT LEVELS? *Fundraisers during the school day are allowed at all levels as long as the products meet the Smart Snacks Rule. All fundraisers must be pre-approved by the campus principal. Please note: TDA has recently proposed reinstating the previous time and place restrictions for Texas. This proposal is currently under review.*

CAN I SHARE MY PIZZA OR CUPCAKES OR ANY FOOD WITH MY FRIENDS? *The Smart Snacks in Schools Regulation does not prohibit the sharing of items given away or donated.*

ARE BIRTHDAY CUPCAKES ALLOWED IN THE CAFETERIA DURING MEAL PERIODS? *Cupcakes and other food items given away are allowed in the cafeteria during meal periods. Parents and others are allowed to bring food for others as long as it is not sold to the student. Any parent or grandparent who wishes to bring food for a birthday celebration must obtain approval from the campus principal prior to the food being brought on campus. This ensures that the principal has adequate time to verify that the items do not present issues related to food allergies and/or intolerances.*

IS FOOD ALLOWED TO BE GIVEN AS A REWARD DURING THE SCHOOL DAY? *Yes, as long as the food item is given away it does not have to meet the Smart Snack Regulation.*

WHO KEEPS THE RECORDS ON FOODS SOLD ON THE CAMPUS OUTSIDE OF NUTRITION AND FOOD SERVICE? *The campus is responsible for documenting all receipts and nutritional information for items sold on the campus during the school day. This information will be required by the Texas Department of Agriculture during an Administrative Review of the Nutrition and Food Service Department.*

IF PARENTS DONATE MONEY TO BE USED FOR CLASS PARTIES DURING THE YEAR, DOES THE FOOD/BEVERAGE SERVED DURING THE PARTY HAVE TO MEET SMART SNACK GUIDELINES? *If the food/beverage is being given away to all students during the party, it does not have to meet the Smart Snacks in Schools guidelines.*

ARE FOODS OF MINIMAL NUTRITIONAL VALUE AND/OR CANDY ALLOWED DURING THE SCHOOL DAY? *The term FMNV (Foods of Minimal Nutrition Value) no longer exists. Under TPSNP, neither FMNV nor candy were allowed during the school day. Smart Snacks in Schools requires all foods SOLD to students to meet the regulation. If the food or candy is given away, there is no standard to meet and is allowed at all levels.*

ARE SODAS ALLOWED TO BE SOLD AT THE HIGH SCHOOL LEVEL? *Soft drinks may not be sold during the school day to any age/grade group in Texas schools. Soft drinks are defined as non-juice, carbonated beverages that contain natural or artificial sweeteners.*

CAN GATORADE BE SOLD ON CAMPUS DURING THE SCHOOL DAY? *Gatorade is not allowed in elementary schools and does not meet the standards in junior high. The low calorie version of the sports drink can be sold in 12 ounce size only at the high school level.*

CAN GATORADE BE GIVEN AWAY DURING THE SCHOOL DAY? *Since the item is being given away, the product does not have to meet the Smart Snacks Regulations.*

WILL CAMPUSES BE ABLE TO SELL FOOD ITEMS THAT DO NOT MEET THE SMART SNACK RULE DURING ATHLETIC EVENTS, CARNIVALS, & SCHOOL DANCES? *Food items that do not meet the Smart Snacks Rule can be sold outside of the school day. (The school day is midnight the day before to 30 minutes after the last bell.)*

CAN PARENTS BRING HOMEMADE FOOD ITEMS TO SCHOOL OR SCHOOL EVENTS? *Homemade items sold to students during the school day must meet the Smart Snacks Rule. Any food items, purchased or homemade, given to students do not have to be compliant with the Smart Snack Rule. Again, any parent wishing to bring homemade food items must obtain principal approval prior to bringing the food items on campus. This ensures that the principal has adequate time to verify that the items do not present issues related to food allergies and/or intolerances.*

CAN FOOD ITEMS THAT ARE NOT COMPLIANT WITH THE SMART SNACKS RULE BE SOLD TO PARENTS OR TEACHERS DURING THE SCHOOL DAY? *The Smart Snacks in Schools Rule is applicable to students only during the school day.*

WILL THERE BE A LIST OF AUTHORIZED SMART SNACK ITEMS PUBLISHED? *The Food Service Department will be glad to share items that the Department will be purchasing which are compliant with the Smart Snacks in School Rule. This list, which is not complete at this time, can be obtained by contacting the Food Service Department.*

FUNDRAISING

Student groups or classes and/or parent groups may be permitted to conduct fund-raising drives for approved school purposes. An application for permission must be made to the campus principal at least 7 days before the event. [For further information, see policies at FJ and GE.]

GANG-FREE ZONES

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

GENDER-BASED HARASSMENT

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

GRADE LEVEL CLASSIFICATION

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

<u>Credits Earned</u>	<u>Classification</u>
7	Grade 10 (Sophomore)
14	Grade 11 (Junior)
21	Grade 12 (Senior)

GRADING GUIDELINES

Grading guidelines for each grade level or course will be communicated and distributed to students and their parents. These guidelines have been reviewed by the Director of Curriculum & Instruction and have been approved by the campus principal. These guidelines establish the minimum number of assignments, projects, and examinations required for each grading period. In addition, these guidelines establish how the student's mastery of concepts and achievement will be communicated (i.e., letter grades, numerical averages, checklist of required skills, etc.). Grading guidelines also outline in what circumstances a student will be allowed to redo an assignment or retake an examination for which the student originally made a failing grade. Procedures for a student to follow after an absence will also be addressed. [Also see **Report Cards/Progress Reports and Conferences** or the LVISD Grading Guidelines.]

GRADUATION

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

To receive a high school diploma from the District, a student who was enrolled in high school prior to the 2014–2015 school year must successfully:

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

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

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

Beginning with students who enter grade 9 in the 2014–2015 school year, as well as any currently enrolled high school student who decides to graduate under the new foundation graduation program, a student must meet the following requirements to receive a high school diploma from the District:

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

Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on the following EOC assessments: English I, English II, Algebra I, Biology, and United States History. A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments. State law and state rules also provide for certain scores on norm-referenced national standardized assessments to substitute for the requirement to meet satisfactory performance on an applicable EOC assessment should a student choose this option. See the school counselor for more information on the state testing requirements for graduation.

If a student fails to perform satisfactorily on an EOC assessment, the District will provide remediation to the student in the content area for which the performance standard was not met. This may require participation of the student before or after normal school hours or at times of the year outside normal school operations. [Also see **Standardized Testing** for more information.]

Minimum, Recommended, and Advanced/Distinguished Achievement Graduation Programs

For students who were enrolled in high school prior to the 2014–2015 school year, the District offers the graduation programs listed in this section. Students enrolled in high school prior to the 2014–2015 school year also have the option to pursue the foundation graduation program, as described below, though LVISD discourages this practice. Students and parents wishing to pursue this option should see the campus counselor. Also, note that permission to enroll in the Minimum Program as described in this section will be granted only if a written agreement is reached among the student, the student’s parent or person standing in parental relation, and the school counselor or appropriate administrator. In order for a student to take courses under the Minimum Program, the student must be at least 16 years of age; have completed at least two credits each in English language arts, math, science, and social studies courses that are required for graduation; or have failed grade 9 one or more times. [See policy EIF(LEGAL).]

All students who were enrolled in high school prior to the 2014–2015 school year must meet the following credit and course requirements for graduation under the following programs:

Courses	Minimum Program <i>Number of credits</i>	Recommended Program <i>Number of credits</i>	Advanced/ Distinguished Achievement Program <i>Number of credits</i>
English/Language Arts	4	4	4
Mathematics	3	4	4
Science	2	4	4

Courses	Minimum Program Number of credits	Recommended Program Number of credits	Advanced/ Distinguished Achievement Program Number of credits
Social Studies, including Economics	3	4	4
Physical Education*	1	1	1
Speech	0.5	0.5	0.5
Language other than English		2	3
Fine Arts	1	1	1
Locally required courses	.5 in Health 5.5 Additional	.5 in Health 1.5 Additional	.5 in Health 1.5 Additional
Electives**	1 credit Academic 6.5 credits	5.5 credits	5.5 credits
Miscellaneous			Completion of 4 Advanced Measures***
TOTAL	28 credits	28 credits	28 credits

* A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, or social studies for the required credit of physical education. The student's ARD committee, Section 504 committee, or other campus committee, as applicable, will make this determination.

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

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

1. An original research project or other project that is related to the required curriculum. These projects must be judged by a panel of professionals or conducted under the direction of a mentor and reported to an appropriate audience. Please note that no more than two of the four advanced measures may be received from this option.
2. Test data where a student receives:
 - a. A score of three or above on an Advanced Placement (AP) exam;
 - b. A score of four or above on an International Baccalaureate (IB) exam; or
 - c. A score on the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) that qualifies the student for recognition as a commended scholar or higher by the College Board and National Merit Scholarship Corporation, as part of the National Hispanic Recognition

Program (NHRP) of the College Board, or as part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation. The PSAT/NMSQT score will count as only one advanced measure regardless of the number of honors received by the student.

- College academic courses, including those taken for dual credit, and advanced technical courses, including locally articulated courses, provided the student scores the equivalent of a 3.0 or higher.

Foundation Graduation Program

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

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

A student enrolled in high school prior to the 2014–2015 school year has the option of graduating under the foundation graduation program rather than the programs identified above that would otherwise be applicable to that student. See the school counselor for additional information.

The foundation graduation program requires completion of the following credits:

Course Area	Foundation Graduation Program <i>Number of credits</i>	Foundation Graduation Program with an Endorsement <i>Number of credits</i>
English/Language Arts	4	4
Mathematics	3	4*
Science	3	4
Social Studies, including Economics	3	3
Physical Education**	1	1
Language other than English***	2	2

Course Area	Foundation Graduation Program Number of credits	Foundation Graduation Program with an Endorsement Number of credits
Fine Arts	1	1
Locally required courses	.5 credit in Health .5 credit in Speech	.5 credit in Health .5 credit in Speech
Electives	5 - State-Mandated 5 - Locally Required	7 - State-Mandated 1 - Locally Required
Miscellaneous		Available Endorsements****: Science, Technology, Engineering, and Math Business and Industry Public Services Arts and Humanities Multidisciplinary
TOTAL	28 credits	28 credits

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

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

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

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

Personal Graduation Plans for Students Under The Foundation Graduation Program

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

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

Available Course Options for all Graduation Programs

Information regarding specific courses required or offered in each curriculum area will be distributed to students each spring in order to enroll in courses for the upcoming school year. Please be aware that not all courses are offered and are contingent upon student interest and availability of staff. A student who wants to take a course not offered at his or her regular campus should contact the school counselor about other alternatives.

Certificates of Coursework Completion

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

Students with Disabilities

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

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

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

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

ARD committees for students with disabilities who receive special education services and who are subject to the foundation graduation program will make instructional and assessment decisions for these students in accordance with state law and rules.

Preparation for Graduation

Students are encouraged to meet on a regular basis with their counselor in preparing a graduation plan and checking on progress toward fulfilling the academic requirements for graduation. The ultimate responsibility for ensuring that all requirements are met rests with the student and his/her parents.

Commencement Activities

Candidates for graduation shall not participate in commencement exercises or be awarded a high school diploma until the principal certifies the student has:

1. Met the requirements for the graduation (this includes successful mastery of the state TAKS Exit Level Exam). (Note: Candidates whose work is incomplete will be given their diplomas only when it is determined that work has been satisfactorily completed. Seniors who expect to graduate after taking summer school do not participate in the graduation/commencement ceremony).
2. Met all attendance requirements.

3. Completed all disciplinary consequences. It is important to note that a student who is assigned to DAEP at any time within the last 30 days of the regular school year may not participate in the commencement ceremony.
4. Paid all financial obligations.
5. Participated in at least one LVHS graduation practice.

To qualify to give the valedictorian or salutatorian speech, a student shall not have engaged in any serious misconduct violation of the Student Code of Conduct, including but not limited to removal to DAEP, a three-day suspension, or expulsion during his or her last two semesters.

Students who have met coursework requirements for graduation but have not yet demonstrated satisfactory performance on end-of-course assessments will not be allowed to participate in graduation activities. The final awarding of a diploma will be contingent upon the student's completion of all applicable requirements for graduation.

Graduation Speakers

Certain graduating students will be given an opportunity to have speaking roles at graduation ceremonies. A student must meet local eligibility criteria, which may include requirements related to student conduct, to have a speaking role. Students eligible for speaking roles will be notified by the principal and given an opportunity to volunteer. [For student speakers at other school events, see **Student Speakers**. See FNA(LOCAL) and the Student Code of Conduct.]

Graduation Expenses

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

Scholarships and Grants

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

HARASSMENT

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

HAZING

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

The District will not tolerate hazing. If an incident of hazing occurs, disciplinary consequences will be handled in accordance with the Student Code of Conduct. It is a criminal offense if a person engages in hazing; solicits, encourages, directs, aids, or attempts to aid another in hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to report this to the principal or superintendent. [Also see **Bullying** and policies FFI and FNCC.]

HEALTH-RELATED MATTERS

Student Illness

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

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

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

Bacterial Meningitis

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

- **What is meningitis?** Meningitis is an inflammation of the covering of the brain and spinal cord. Viruses, parasites, fungi, and bacteria can cause it. Viral meningitis is common and most people recover fully. Parasitic and fungal meningitis are very rare. Bacterial meningitis is very serious and may involve complicated medical, surgical, pharmaceutical, and life support management.
- **What are the symptoms?** Someone with meningitis will become very ill. The illness may develop over one or two days, but it can also rapidly progress in a matter of hours. Not everyone with meningitis will have the same symptoms. Children (over 2 years old) and adults with bacterial meningitis commonly have a severe headache, high fever, and neck stiffness. Other symptoms might include nausea, vomiting, discomfort looking into bright lights, confusion, and sleepiness. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body. The diagnosis of bacterial meningitis is based on a combination of symptoms and laboratory results.
- **How serious is bacterial meningitis?** If it is diagnosed early and treated promptly, the majority of people make a complete recovery. In some cases it can be fatal or a person may be left with a permanent disability.
- **How is bacterial meningitis spread?** Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. They are spread when people exchange respiratory or throat secretions (such as by kissing, coughing, or sneezing). The germ does not cause meningitis in most people. Instead, most people become carriers of the germ for days, weeks, or even months. The bacteria rarely overcome the body's immune system and cause meningitis or another serious illness.
- **How can bacterial meningitis be prevented?** Maintaining healthy habits, like getting plenty of rest, can help prevent infection. Using good health practices such as covering your mouth and nose when coughing and sneezing and washing your hands frequently with soap and water can also help stop the spread of the bacteria. It's a good idea not to share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss. There are vaccines available to offer protection from some of the bacteria that can cause bacterial meningitis.* The vaccines are safe and effective (85–90 percent).

They can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within seven to ten days after the vaccine is given and lasts for up to five years.

- **What should you do if you think you or a friend might have bacterial meningitis?** You should seek prompt medical attention.
- **Where can you get more information?** Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Department of State Health Services office to ask about a meningococcal vaccine. Additional information may also be found at the websites for the Centers for Disease Control and Prevention, <http://www.cdc.gov>, and the Department of State Health Services, <http://www.dshs.state.tx.us>.

* Please note that the TDSHS requires at least one meningococcal vaccination between grades 7 and 10, and state guidelines recommend this vaccination be administered between age 11 and 12, with a booster dose at 16 years of age. Also note that entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus. [Also refer to **Immunizations** for more information.]

Food Allergies

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

The District has developed and annually reviews a food allergy management plan, which addresses employee training, dealing with common food allergens, and specific strategies for dealing with students diagnosed with severe food allergies. When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed by contacting the district nurse at (512) 267-8300 and following prompts for the elementary school phone directory. The school nurse can be reached via email at regina_carmichael@lagovista.txed.net. [Also 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 child will need to be picked up from school and to discuss a plan for treatment with an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student has undergone one treatment, the parent should check in with the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments and how best to get rid of lice and prevent their return. More information on head lice can be obtained from the TDSHS website at <http://www.dshs.state.tx.us/schoolhealth/lice.shtm>. [See Appendix VI for more information.]

Physical Activity for Students in Elementary and Middle School

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

Students in middle or junior high school will engage in 30 minutes of moderate or vigorous physical activity per day for at least four semesters OR at least 225 minutes of moderate or vigorous physical activity within each two-week period for at least four semesters. For additional information on the District's requirements and programs regarding elementary, middle, and junior high school student physical activity requirements, please see the principal.

School Health Advisory Council (SHAC)

During the preceding school year, the District's School Health Advisory Council held 4 meetings. Additional information regarding the District's School Health Advisory Council is available from the district nurse. [See also policies BDF and EHAA.]

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

Other Health-Related Matters

Physical Fitness Assessment

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

Vending Machines

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

Tobacco Prohibited

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

The District and its staff strictly enforce prohibitions against the use of all tobacco products, including electronic 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 superintendent's office. If you have any questions or would like to examine the District's plan in more detail, please contact the superintendent's office.

Pest Management Plan

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

All pesticides used are registered for their intended use by the United States Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who have further questions or who want to be notified prior to pesticide application inside their child's school assignment area may contact the Director of Maintenance, Mark Beall, who serves as the district's IPM coordinator, at (512) 267-8300.

HOMELESS STUDENTS

For more information on services for homeless students, contact the District's Liaison for Homeless Children and Youths, Dr. Suzy Lofton at (512) 267-8300.

HOMEWORK

The frequency and length of homework assignments will vary depending on the grade level of the student. It is the student's responsibility to complete assignments on time. Students shall assume responsibility for making up work when absent from class.

Parents shall be responsible for ensuring that their children do the homework assigned each day. Regular monitoring of the homework provides a good overview of how and what the teacher is doing in various subjects. Concerns about homework should first be addressed with the teacher and then with the campus counselor or principal.

ILLNESS

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

IMMUNIZATION

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized. For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (TDSHS), Immunization Branch, can be honored by the District. This form may be obtained by writing the TDSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at <https://webds.dshs.state.tx.us/immco/default.aspx>. The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

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

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

As noted at **Bacterial Meningitis**, entering college students must also, with limited exception, furnish evidence of having received a bacterial meningitis vaccination within the five years prior to enrolling in and attending classes at an institution of higher education. A student wanting to enroll in a dual credit course taken off campus may be subject to this requirement. [For further information, see policy FFAB(LEGAL) and the TDSHS website: <http://www.dshs.state.tx.us/immunize/school/default.shtm>.]

LAW ENFORCEMENT AGENCIES

Questioning of Students

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

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

Students Taken Into Custody

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

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

Before a student is released to a law enforcement officer or other legally authorized person, the principal will verify the officer's identity and, to the best of his or her ability, will verify the official's authority to take custody of the student. The principal will immediately notify the superintendent and will ordinarily attempt to notify the parent unless the officer or other authorized person raises what the principal considers to be a valid objection to notifying the parents. Because the principal does not have the authority to prevent or delay a student's release to a law enforcement officer, any notification will most likely be after the fact.

Notification of Law Violations

The District is required by state law to notify:

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

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

LEAVING CAMPUS

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

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

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

During Lunch

Lago Vista Elementary School and Lago Vista Middle School are closed campuses. No students are allowed to leave during lunch without a parent.

Lago Vista High School is a closed campus. No students are allowed to leave the school campus during lunch without written parental permission and principal approval. If the student's parent will authorize the student to leave campus unaccompanied for a specified purpose during lunch, 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.

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 and parent(s).

At Lago Vista High School, if a student must leave campus before the end of the school day, arrangements must be made through a written note from the parent that includes the student's name, grade level, reason for leaving, the time the student should be released and a parent signature. Students are also required to sign out in the office prior to leaving. Students who leave campus in violation of these rules will be subject to disciplinary action in accordance with the Student Code of Conduct.

LIMITED ENGLISH PROFICIENT STUDENTS

A student with limited English proficiency (LEP), sometimes referred to as an English language learner (ELL) in certain state statutes and state rules, is entitled to receive specialized services from the District. To determine whether the student qualifies for services, a Language Proficiency Assessment Committee (LPAC) will be formed, which will consist of both District personnel and at least one parent representative. The student's parent must consent to any services recommended by the LPAC for a LEP student. However, pending the receipt of parental consent or denial of services, an eligible student will receive the services to which the student is entitled and eligible.

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

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

If a student is considered LEP 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 a designated location on each campus. If your child has lost an item, please encourage him or her to check the lost and found box. The District discourages students from bringing to school personal items of high monetary value, as the District is not responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

MAKEUP WORK

Makeup Work Because of Absence

In the case of an absence, the teacher may assign the student makeup work based on the instructional objectives for the subject or course. Makeup work shall also be assigned with consideration for the needs of the individual student in mastering the essential knowledge and skills or in meeting subject or course requirements.

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

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

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

In-school Suspension (ISS) Makeup Work

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

MEDICINE AT SCHOOL

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

- Only authorized employees, in accordance with policy FFAC, may administer:
 - Prescription medication, in the original, properly labeled container, provided by the parent, along with a written request.
 - Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified District employee from the original, properly labeled container.
 - Nonprescription medication, in the original, properly labeled container, provided by the parent along with a written request.
 - Herbal or dietary supplements provided by the parent only if required by the student’s individualized education program (IEP) or Section 504 plan for a student with disabilities.

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

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

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

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

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

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

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

Psychotropic Drugs

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

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

NONDISCRIMINATION STATEMENT

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

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

- Title IX Coordinator, for concerns regarding discrimination on the basis of sex, including sexual harassment or gender-based harassment: Lago Vista ISD Superintendent, 8039 Bar K Ranch Road, Lago Vista, TX 78645 (512) 267-8300.
- ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Lago Vista ISD Superintendent, 8039 Bar K Ranch Road, Lago Vista, TX 78645 (512) 267-8300.
- All other concerns regarding discrimination: Lago Vista ISD Superintendent, 8039 Bar K Ranch Road, Lago Vista, TX 78645 (512) 267-8300.

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

NONTRADITIONAL ACADEMIC PROGRAMS

[See **Requirements for a Diploma.**]

PHYSICAL EXAMINATIONS / HEALTH SCREENINGS

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 to be submitted annually to the District.

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

[Also see policy FFAA.]

PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE

Each school day, students will recite the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See **Excusing a Student from Reciting the Pledges to the U.S. and Texas Flags.**]

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

PRAYER

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

PROMOTION AND RETENTION

A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level, the recommendation of the student's teacher, the score received on any criterion-referenced or state-mandated assessment, and any other necessary academic information as determined by the district. To earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards.

In grades 1–8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in language arts and mathematics.

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

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.

- 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. However, for federal accountability purposes, the student may be required to take both the grade level assessment and EOC assessment.

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

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

A 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.]

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

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

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

[For information related to the development of personal graduation plans for high school students, see **Personal Graduation Plans for Students Under the Foundation Graduation Program** and the **Lago Vista ISD Grading Guidelines**.]

RELEASE OF STUDENTS FROM SCHOOL

[See **Leaving Campus**.]

REPORT CARDS / PROGRESS REPORTS AND CONFERENCES

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

At the end of the first three weeks of a grading period, progress report grades will be posted. Students who have grade averages of less than 70 are considered failing. A reminder message will be sent to all parents on the day progress report grades are posted reminding them to check their student's grades through the online TxConnect Parent Portal. If the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent is requested to schedule a conference with the teacher of that class or subject. [See **Working Together** for information on how to schedule a conference.]

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

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

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

RETALIATION

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

SAFETY

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

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

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. In addition, low cost medical insurance is available to parents. If you are interested in obtaining low cost medical insurance for your child, please contact the school nurse, Regina Carmichael, at (512) 267-8300 ext. 4507.

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

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

Emergency Medical Treatment and Information

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

Emergency School-Closing Information

If the campus must close or restrict access to the building because of an emergency, the district will alert the community. Announcements of school closings on bad weather days will be made to all area media (TV and radio) and posted on the district web site and social media sites. Days missed due to closing will be made up at a later point in the year according to the district calendar. In addition, parents are asked to fill out an information sheet on how a student should go home in case of an emergency dismissal during the school day. Please notify the school of any changes in how you want your child to go home or any change in emergency contact information as soon as possible.

Lago Vista ISD uses the ParentLink communication system to assist in alerting parents, families, and employees of school closures. ParentLink communicates via telephone, SMS text message, email and push-notifications from the ParentLink app. It is important that phone numbers and email addresses are kept up-to-date in the school's database so that messages can accurately reach parents. If there is a change to your contact information, please notify the campus front office as soon as possible. Road closures can be determined by calling Travis County Road Closure Hotline at (512) 854-4500.

SAT, ACT, AND OTHER STANDARDIZED TESTS

[See **Standardized Testing.**]

SCHEDULE CHANGES

Students may not make course changes without parental approval. Changes will be made only if (1) the student is a senior and does not have a course required for graduation; (2) the student does not have the prerequisites for a course; (3) course credit was previously received; (4) a data entry error made by the school; or (5) the student has been dismissed from a program that requires approval for placement. Any requests to change a schedule for reasons other than those listed will be considered only in the event of a compelling educational circumstance. No changes will be made after the second week of school, except with principal approval.

SCHOOL FACILITIES

Use by Students Before and After School

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

- Lago Vista Elementary School - Gymnasium beginning at 7:15 AM.
- Lago Vista High School – Cafeteria beginning at 7:30 AM.
- Lago Vista Middle School - Cafeteria beginning at 7:35 AM.
- All campuses for tutorials arranged by individual teachers.

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.

Cafeteria Services

The District participates in the School Breakfast Program and National School Lunch Program and offers students nutritionally balanced meals daily. Free and reduced-price meals are available based on financial need. Information about a student's participation is confidential. See the campus front office to apply.

The District follows all applicable federal and state guidelines regarding foods of minimal nutritional value being served or sold on school premises during the school day. [For more information, see policy CO(LEGAL).]

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 following times with a teacher permit:

- Lago Vista Elementary School - Monday through Friday 7:45 AM-3:00 PM
- Lago Vista Secondary Schools - Monday through Friday 7:45 AM-4:00 PM

Meetings of Non-curriculum-Related Groups

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

SEARCHES

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

Students' Desks and Lockers

Students' desks and lockers are school property and remain under the control and jurisdiction of the school even when assigned to an individual student. Students are fully responsible for the security and contents of their assigned desks and lockers. Students must be certain that their lockers are locked, and that the combinations are not available to others.

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

Telecommunications and Other Electronic Devices

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

Any searches of personal telecommunications or other personal electronic devices will be conducted in accordance with law, and the device may be confiscated in order to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed. [See policy FNF(LEGAL) for more information.]

Vehicles on Campus

A student has full responsibility for the security and content of his or her vehicle parked on District property and must make certain that it is locked and that the keys are not given to others. [See also the Student Code of Conduct.] Vehicles parked on District property are under the jurisdiction of the District. School officials may search any vehicle any time there is reasonable cause to do so, with or without the permission of the student. If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the student's parent will be contacted. If the student's parent also refuses a search, the District will turn the matter over to law enforcement. The District may, in certain circumstances, contact law enforcement even if permission to search is granted.

Trained Dogs

The District will use trained dogs to alert school officials to the presence of prohibited or illegal items, including drugs and alcohol. At any time, trained dogs may be used around lockers and the areas around vehicles parked on school property. Trained dogs may also be used to conduct searches of classrooms, common areas, or student belongings when students are not present. School officials may search an item in a classroom, a locker, or in a vehicle alerted by a trained dog.

Metal Detectors

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

Drug-Testing

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

SEXUAL HARASSMENT

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

SPECIAL PROGRAMS

The District provides special programs for gifted and talented students, homeless students, bilingual students, migrant students, students with limited English proficiency or who are English language learners, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the District or by other organizations. A student or parent with questions about these programs should contact Dr. Suzy Lofton. A student or parent with questions about Special Education or Section 504 should contact Teresa Smith.

Gifted and Talented

The Gifted and Talented program provides services outlined by the Texas State Plan. Students currently enrolled in the District are referred and screened in the spring semester for possible program placement the following fall. Students new to Lago Vista Elementary may be referred and tested during the school year. Students who transfer to Lago Vista ISD who are identified as G/T will continue to receive services. However,

students identified using methods that are not comparable to those used in LVISD may be re-screened. Lago Vista ISD does not use achievement tests to identify Gifted and Talented students. Kindergarten students are tested at the middle of the year and begin services, if they qualify, during the spring semester.

Special Education

Lago Vista ISD provides a full continuum of services for students who qualify for special education services. We provide self-contained special education classrooms, pull-out resource programs, inclusion within the regular classroom, or a combination of these options. In addition, the District provides speech/language therapy, occupational therapy, physical therapy, dyslexia services, as well as services for the visually or hearing impaired. Children who experience difficulty in the regular classroom may be referred for special education testing. Parent permission is necessary before any tests can be administered.

Dyslexia

Lago Vista ISD provides services for children identified as dyslexic who show an educational need for intervention strategies. We provide a continuum of services that meet the requirements of the Texas Dyslexia Handbook (2013). Children who experience difficulty with language processing in the regular classroom may be referred for screening for dyslexia. Parent permission is necessary before any tests can be administered.

English as a Second Language

Lago Vista ISD provides services for children whose primary language is not English. At the time of enrollment, parents will be asked to provide the district with information on the child's and parents' primary language(s). Children for whom the primary language is not English will be assessed and provided with ESL services as needed. Parent permission is required before any child can be served in the ESL program.

Accelerated Reading Intervention

Accelerated Reading Intervention is an early intervention program for first grade students to accelerate their progress in reading and writing. All first grade students are assessed on literacy skills at the beginning of the school year. Students are selected on the basis of this assessment. Students are in the program for approximately 12-20 weeks.

Title I

Title I is a federally funded program to accelerate students' reading. Students qualify for services on the basis of an Individual Reading Inventory, a phonological awareness assessment, state assessment results, and progress on benchmark tests. Students with the greatest needs are served.

Title I services are available for elementary students in LVISD. The Title I program consists of small literacy groups focusing on Language Arts skills. Students work with a reading specialist in the Reading Lab or in the classroom. This program is supplemental to the classroom reading program.

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 exam to take; these exams are usually taken at the end of the junior year. The Preliminary SAT (PSAT) and ACT-Plan are the corresponding preparatory and readiness assessments for the SAT and ACT. Beginning in April 2014, the ACT-Plan has been replaced by the ACT-Aspire, and more information can be obtained on these assessments from the school counselor.

Note that participation in these assessments may qualify a student to receive a performance acknowledgment on his or her diploma and transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances.

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3–8

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

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

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

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

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

End-of-Course (EOC) Assessments for Students in Grades 9–12

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

- Algebra I
- English I and English II,
- Biology
- United States History

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

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

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

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

STAAR-L, which is a linguistically accommodated assessment, will be available for students who have been determined to be limited English proficient (LEP) and who require this type of testing accommodation. [Also see **Graduation** for additional information.]

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.

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. Bodybuilding, muscle enhancement, or the increase of muscle bulk or strength through the use of an anabolic steroid or human growth hormone by a healthy student is not a valid medical use and is a criminal offense. Students participating in UIL athletic competition may be subject to random steroid testing. More information on the UIL testing program may be found on the UIL website at <http://www.uiltexas.org/health/steroid-information>.

STUDENTS IN FOSTER CARE

In an effort to provide educational stability, the District strives to assist any student who is currently placed or newly placed in foster care (temporary or permanent custody of the state) with the enrollment and registration process, as well as other educational services throughout the student's enrollment in the District. A student who is placed in foster care and who is moved outside of the District's attendance boundaries is entitled to continue in enrollment at the school he or she was attending prior to the placement until the student reaches the highest grade level at the particular school. In addition, if a student in grade 11 or 12 is transferred to another District and does not meet the graduation requirements of the transferring District, the student can request to receive a diploma from the previous District if he or she meets the criteria to graduate from the previous District. Please contact Dr. Suzy Lofton, who has been designated as the District's foster care liaison, at (512) 267-8300 with any questions.

STUDENT SPEAKERS

The district provides students the opportunity to introduce the following school events: student elections and student recognition programs. If a student meets the eligibility criteria and wishes to introduce one of the school events listed above, the student should submit his or her name in accordance with policy FNA(LOCAL). [See policy FNA(LOCAL) regarding other speaking opportunities and **Graduation** for information related to student speech at graduation ceremonies.]

SUBSTANCE ABUSE PREVENTION AND INTERVENTION

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

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

SUICIDE AWARENESS

The District is committed to partnering with parents to support the healthy mental, emotional, and behavioral development of its students. If you are concerned about your child, please access

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

SUMMER SCHOOL

Summer school is provided on a limited basis for those students who demonstrate a need for additional help in core academic areas, particularly reading and mathematics. Only those students recommended by the campus

principal are eligible to attend summer school. Tuition may be charged for summer school unless students are attending because they did not meet the promotion standard on the state assessment. Summer school is offered to other students only if the number of students needing extra help justifies the cost of providing the summer program.

TARDINESS

A student who enters class after the tardy bell is considered tardy. Repeated instances of tardiness will result in disciplinary action, in accordance with the Student Code of Conduct and the campus discipline matrix.

TEXTBOOKS, ELECTRONIC TEXTBOOKS, TECHNOLOGICAL EQUIPMENT, AND OTHER INSTRUCTIONAL MATERIALS

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

TRANSFERS

The principal is authorized to transfer a student from one classroom to another. [See **School Safety Transfers, Bullying, and Providing Assistance to Students Who Have Learning Difficulties or Who Need Special Education Services** for other transfer options.]

TRANSPORTATION

School-Sponsored Trips

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

Buses and Other School Vehicles

The District makes school bus transportation available to all students living two or more miles from school. This service is provided at no cost to students. Bus routes and stops will be designated annually, and any subsequent changes will be posted at the school and on the District's website. For the safety of the operator of the vehicle and all passengers, students must board buses or other vehicles only at authorized stops, and drivers must unload passengers only at authorized stops.

A parent may also designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated facility or residence must be on an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, you may contact District Transportation at (512) 267-8300.

Transportation is not provided to students in DAEP, unless specifically required by his/her educational program.

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

Students must:

- Follow the driver's directions at all times.

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

Misconduct will be punished in accordance with the Student Code of Conduct; the privilege to ride in a District vehicle, including a school bus, may be suspended or revoked.

VANDALISM

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.

VISITORS TO THE SCHOOL

General Visitors

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

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

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

Visitors Participating in Special Programs for Students

On Career Day, the District invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

VOLUNTEERS

We appreciate so much the efforts of parent and grandparent volunteers that are willing to serve our District and students. If you are interested in volunteering, please contact Holly Jackson 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

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

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

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

GLOSSARY

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

ACT-Aspire refers to an assessment that took the place of ACT-Plan and is designed as a preparatory and readiness assessment for the ACT. Students in grade 10 usually take this.

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

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

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

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

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

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

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

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

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

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

PSAT is the preparatory and readiness assessment for the SAT.

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

SHAC stands for School Health Advisory Council, a group of at least five members, a majority of whom must be parents, appointed by the school board to assist the District in ensuring that local community values and

health issues are reflected in the District’s health education instruction, along with providing assistance with other student and employee wellness issues.

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

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

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

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

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

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

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

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

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

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

APPENDIX I: Freedom From Bullying Policy

Note that school board policies may be revised at any time. For legal context and the most current copy of the local policy, visit <http://www.lagovistaisd.net>. Below is the text of Lago Vista ISD's policy FFI(LOCAL) as of the date that this Handbook was finalized for this school year.

STUDENT WELFARE: FREEDOM FROM BULLYING FFI(LOCAL)

Adopted on 03/08/2012

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

The District prohibits bullying as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Definition: Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and that:

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

Bullying Prohibited: This conduct is considered bullying if it:

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

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

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

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

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

Timely Procedures: 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.

Timely Reporting: To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, counselor, principal, or other District employee.

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

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

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

Investigation or 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.

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

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

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

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

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

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

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

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

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

APPENDIX II: District Level Staff and Trustees

Superintendent	TBA		
Assistant Superintendent	Henri Gearing	henri_gearing@lagovista.txed.net	
Director of Curriculum Instruction	Dr. Suzy Lofton	suzy_lofton@lagovista.txed.net	&
Director of Facilities	Eddie Gandara	eddie_gandara@lagovista.txed.net	
Director of Food Service	Maria Manzo	maria_manzo@lagovista.txed.net	
Director of Maintenance	Mark Beall	mark_beall@lagovista.txed.net	
Director of Special Education	Teresa Smith	teresa_smith@lagovista.txed.net	
Director of Technology	Shelby Womack	shelby_womack@lagovista.txed.net	
Director of Transportation	Jay Powell	jay_powell@lagovista.txed.net	
Assistant to the Superintendent/Webmaster	Holly Jackson	holly_jackson@lagovista.txed.net	
Payroll/PEIMS/HR	Joy Smith	joy_smith@lagovista.txed.net	
Purchasing	Sara Ruiz	sara_ruiz@lagovista.txed.net	
Secretary - Special Education	Heidi Hull	heidi_hull@lagovista.txed.net	
LVHS Principal	Heather Stoner	heather_stoner@lagovista.txed.net	
LVMS Principal	Paul Thailing	paul_thailing@lagovista.txed.net	
LVES Principal	Michelle Jackson	michelle_jackson@lagovista.txed.net	
 Board of Trustees			
Jerrell Roque	President		
Stacy Eleuterius	Vice-President		
Laura Vincent	Secretary		
Sharon Abbott	Trustee		
Scott Berentsen	Trustee		
Tom Rugel	Trustee		
David Scott	Trustee		

APPENDIX III: LVISD Standards of Attire

[See Policy FNCA(LOCAL).]

Student dress is largely a matter of personal judgment and taste. Clothing should conform to reasonable standards of modesty, cleanliness, good taste, and safety. Student dress will be considered acceptable if it does not violate the following principles:

1. Articles of clothing must not cause a distraction nor be a health or safety hazard.
2. Student appearance must not interfere with the instructional program.
3. Hair style must be:
 - a. Clean and well groomed and out of the eyes.
 - b. Any desired length that does not interfere with safety.

Specific standards of dress are as follows:

1. Dresses and non-uniform clothing must be of sufficient length to allow for performing normal school functions without immodest exposure. All outer garments (skirts, shorts, dresses, shirts worn over tights, etc.) are required to be no shorter than fingertip length. Spandex shorts, tights, and leggings are allowed ONLY with an outer garment that meets the fingertip policy. Undergarments must not be visible. Garters and garter belts are considered undergarments.
2. Modesty will prevail. No low cut tops or muscle shirts. See-through/sheer material is ONLY permitted when worn over an article of clothing that is dress code compliant. Clothing that is torn, or with holes placed above fingertip length is prohibited. Pants, skirts, and/or shorts must cover all skin above the fingertip length.
3. Halter tops, low cut tops, and other similar clothing which reveals bare midriffs, bare backs, and low cut fronts may not be worn.
4. Clothing should be of the appropriate size. Clothing cannot be baggy or saggy, worn low on the body, nor drag on the ground.
5. Shirts will be buttoned properly. Tank tops are NOT permitted.
6. Trench coats are prohibited.
7. Hats and/or caps will not be worn inside during the academic school day.
8. No bandannas, rags, gloves, kerchiefs, or gang-related decorative articles. No visible gang-related tattoos.
9. Hanging wallet chains, banging belt ends, spiked/studded belts, bracelets, necklaces, chain belts, handcuffs; or sharp/heavy rings are not permitted.
10. Visible body piercing, with the exception of earrings, is prohibited.
11. Sunglasses may not be worn in school buildings without specific recommendation from a doctor.
12. Mustaches, beards, and sideburns must be well groomed. Grooming is at the discretion of the principal.
13. Shoes that mark the floor are prohibited.
14. Student dress or jewelry may not display information pertaining to profanity, obscenity, sexual connotations, ethnic slurs, death, tobacco, alcohol or other prohibited substances.

Lago Vista ISD administration and faculty will use discretion in reporting and dealing with any clothing that may disrupt, interfere with, disturb or distract from school activities. The professional staff will interpret questions concerning this dress code. A grievance committee will hear grievances. School administration will seek DEIC input when recommending revisions to the dress code. Students wishing to recommend changes are to make their recommendation through the Student Council or CEIC.

APPENDIX IV: Responsible Use Guidelines for Technology

Lago Vista Independent School District makes a variety of communications and information technologies available to students through computer/network/Internet access. These technologies, when properly used, promote educational excellence in the District by facilitating resource sharing, innovation, and communication. Illegal, unethical or inappropriate use of these technologies can have dramatic consequences, harming the District, its students, and its employees. These Responsible Use Guidelines are intended to minimize the likelihood of such harm by educating District students and setting standards, which will serve to protect the District. The District firmly believes that digital resources, information and interaction available on the computer/network/Internet far outweigh any disadvantages.

Mandatory Review. To educate students on proper computer/network/Internet use and conduct, students are required to review these guidelines at the beginning of each school year. All District students shall be required to acknowledge receipt and understanding of all guidelines governing use of the system and shall agree in writing to allow monitoring of their use and to comply with such guidelines. The parent or legal guardian of a student user is required to acknowledge receipt and understanding of the District's Student Responsible Use Guidelines for Technology (hereinafter referred to as the Responsible Use Guidelines) as part of their review of the Discipline Management Plan and Student Code of Conduct handbook. Employees supervising students who use the District's system must provide training emphasizing its appropriate use.

Definition of District Technology System. The District's computer systems and networks (system) are any configuration of hardware and software. The system includes but is not limited to the following:

- ✓ Telephones, cellular telephones, and voicemail technologies;
- ✓ Email accounts;
- ✓ Servers;
- ✓ Computer hardware and peripherals;
- ✓ Software including operating system software and application software;
- ✓ Digitized information including stored text, data files, email, digital images, and video and audio files;
- ✓ Internally or externally accessed databases, applications, or tools (Internet- or District-server based);
- ✓ District-provided Internet access;
- ✓ District-filtered public Wi-Fi; and
- ✓ New technologies, as they become available.

Availability of Access

Acceptable Use. Computer/Network/Internet access will be used to enhance learning consistent with the District's educational goals. The District requires legal, ethical, and appropriate computer/network/Internet use.

Privilege. Access to the District's computer/network/Internet is a privilege, not a right.

Access to Computer/Network/Internet. Access to the District's electronic communications system, including the Internet, shall be made available to students for instructional purposes. Each District Wi-Fi (available for students who use district-issued mobile devices and/or bring their own personal telecommunication devices) has filtering software that blocks access to visual depictions that are obscene, pornographic, inappropriate for students, or harmful to minors, as defined by the federal CIPA. Filtered Internet access is provided to students as defined by CIPA.

Student Access. Computer/Network/Internet access is provided to all students. Student Internet access will be under the direction and guidance of a District staff member. Students may also be allowed to use the local network and public Wi-Fi with campus permission.

Students 13 or younger. For students under the age of 13, the Children’s Online Privacy Protection Act (COPPA) requires additional parental permission for educational software tools. Parents wishing to deny access to these educational tools must do so in writing to the campus principal indicating their child should be denied access to these tools. Examples of these tools are Discovery Education, wikis, blogs, and Edmodo. These tools can be accessed through the District’s student Webpage.

Use of District-Issued Mobile Devices and Personal Telecommunication Devices. The District believes technology is a powerful tool that enhances learning and enables students to access a vast amount of academic resources. The District’s goal is to increase student access to digital tools and facilitate immediate access to technology-based information, much the way that students utilize pen and paper. To this end, the District will open a filtered, wireless network through which students in specific age groups will be able to connect district-issued and/or privately owned (personal) telecommunication devices. Students using district-issued mobile devices or personal telecommunication devices must follow the guidelines stated in this document while on school property, attending any school-sponsored activity, or using the Lago Vista ISD network.

High School – Students are allowed to use district-issued mobile devices that can access the Internet for educational purposes as determined by the classroom teacher. Students will be allowed to use the device between classes and in the cafeteria setting in a digitally responsible manner.

Middle School – Students may bring personal telecommunication devices that can access the Internet for educational purposes as determined by the classroom teacher. Students will not be allowed to use the devices during passing periods or in the cafeteria setting.

Elementary – Students in grades 2-4 may bring personal telecommunication devices for academic classroom use as determined by the classroom teacher and campus principal. The campus will develop procedures for use and management.

Security. A student who gains access to any inappropriate or harmful material is expected to discontinue the access and to report the incident to the supervising staff member. Any student identified as a security risk or as having violated the Responsible Use Guidelines may be denied access to the District’s system. Other consequences may also be assigned. A student who knowingly brings prohibited materials into the school’s electronic environment will be subject to suspension of access and/or revocation of privileges on the District’s system and will be subject to disciplinary action in accordance with the Board-approved Discipline Management Plan and Student Code of Conduct.

Content/Third-Party Supplied Information. Students and parents of students with access to the District’s system should be aware that use of the system may provide access to other electronic communication systems in the global electronic network that may contain inaccurate and/or objectionable material.

Subject to Monitoring. All District computer/network/Internet usage shall not be considered confidential and is subject to monitoring by designated staff at any time to ensure appropriate use. Students should not use the computer system to send, receive, or store any information, including email messages, that they consider personal or confidential and wish to keep private. All electronic files, including email messages, transmitted through or stored in the computer system will be treated no differently than any other electronic

file. The District reserves the right to access, review, copy, modify, delete, or disclose such files for any purpose. Students should treat the computer system like a shared or common file system with the expectation that electronic files, sent, received or stored anywhere in the computer system, will be available for review by any authorized representative of the District for any purpose. District-issued mobile devices and personal telecommunication devices are subject to examination in accordance with disciplinary guidelines if there is reason to believe that the Responsible Use Guidelines have been violated.

Student Computer/Network/Internet Responsibilities

District students are bound by all portions of the Responsible Use Guidelines. A student who knowingly violates any portion of the Responsible Use Guidelines will be subject to suspension of access and/or revocation of privileges on the District's system and will be subject to disciplinary action in accordance with the Board-approved Discipline Management Plan and Student Code of Conduct.

Use of Social Networking/Digital Tools. Students may participate in District-approved social media learning environments related to curricular projects or school activities and use digital tools, such as, but not limited to, mobile devices, blogs, discussion forums, RSS feeds, podcasts, wikis, and on-line meeting sessions. The use of blogs, wikis, podcasts, and other digital tools are considered an extension of the classroom. Verbal or written language that is considered inappropriate in the classroom is also inappropriate in all uses of blogs, wikis, podcasts, and other District-approved digital tools.

Use of System Resources. Students are asked to purge email or outdated files on a regular basis, as well as limit personal use of hardware space on district-issued mobile devices.

Password Confidentiality. Students are required to maintain password confidentiality by not sharing their password with others. Students may not use another person's system account.

Reporting Security Problem. If knowledge of inappropriate material or a security problem on the computer/network/Internet is identified, the student should immediately notify the supervising staff member. The security problem should not be shared with others.

Students using mobile and telecommunication devices at school must adhere to the following guidelines:

- ✓ Internet access is filtered by the District on personal telecommunication devices in the same manner as District-owned equipment. If network access is needed, connection to the filtered, wireless network provided by the District is required.
- ✓ District-issued mobile devices and personal telecommunications devices are the sole responsibility of the student. The campus or District assumes no responsibility for district-issued mobile devices or personal telecommunication devices if they are lost, loaned, damaged, or stolen and only limited time or resources will be spent trying to locate stolen or lost items.
- ✓ These devices have educational and monetary value. Students are prohibited from trading or selling personal electronic equipment to other students on District property, including school buses.
- ✓ Each student is responsible for his/her own personal device: set-up, maintenance, charging, and security. Staff members will not store student owned devices at any time, nor will any District staff diagnose, repair, or work on a student's personal telecommunication device.
- ✓ Unless provided by the District, telecommunication devices will not be used as a factor in grading or assessing student work.
- ✓ Students who do not have access to personal telecommunication devices will be provided with comparable District-owned equipment or given similar assignments that do not require access to electronic devices.

- ✓ Telecommunication devices are only to be used for educational purposes at the direction of a classroom teacher or as stated for specific age groups.
- ✓ Campus administrators and staff members have the right to prohibit use of devices at certain times or during designated activities (i.e. campus presentations, theatrical performances, or guest speakers) that occur during the school day.
- ✓ An appropriately trained administrator may examine a student's personal telecommunication device and search its contents, in accordance with disciplinary guidelines.

Inappropriate Use

Inappropriate use includes, but is not limited to, those uses that violate the law, that are specifically named as violations in this document, that violate the rules of network etiquette, or that hamper the integrity or security of this computer/network/Internet system or any components that are connected to it. The following actions are considered inappropriate uses, are prohibited, and will result in revocation of the student's access to the computer/network/Internet.

Violations of Law. Transmission of any material in violation of any federal or state law is prohibited. This includes, but is not limited to:

- ✓ threatening, harassing, defamatory or obscene material;
- ✓ copyrighted material;
- ✓ plagiarized material;
- ✓ material protected by trade secret; or
- ✓ blog posts, Web posts, or discussion forum/replies posted to the Internet that violate federal or state law.

Tampering with or theft of components from District systems may be regarded as criminal activity under applicable state and federal laws. Any attempt to break the law through the use of a District computer/network/Internet account may result in prosecution against the offender by the proper authorities. If such an event should occur, the District will fully comply with the authorities to provide any information necessary for legal action.

Modification of Technology. Modifying or changing technology settings and/or internal or external configurations without appropriate permission is prohibited.

Transmitting Confidential Information. Students may not redistribute or forward confidential information without proper authorization. Confidential information should never be transmitted, redistributed or forwarded to outside individuals who are not expressly authorized to receive the information. Revealing personal information about oneself such as, but not limited to, home addresses, phone numbers, email addresses, birthdates or of others is prohibited.

Commercial Use. Use of the system for any type of income-generating activity is prohibited. Advertising the sale of products, whether commercial or personal is prohibited.

Marketing by Non-LVISD Organizations. Use of the system for promoting activities or events for individuals or organizations not directly affiliated with or sanctioned by the District is prohibited.

Vandalism/Mischief. Any malicious attempt to harm or destroy District equipment, materials or data, or the malicious attempt to harm or destroy data of another user of the District's system, or any of the agencies or other networks to which the District has access is prohibited. Deliberate attempts to degrade or disrupt system performance are violations of District policy and administrative regulations and may constitute criminal activity under applicable state and federal laws. Such prohibited activity includes, but is not limited

to, the uploading or creating of computer viruses. Vandalism as defined above is prohibited and will result in the cancellation of system use privileges. Students committing vandalism will be required to provide restitution for costs associated with system restoration and may be subject to other appropriate consequences. [See the LVISD Student Code of Conduct.]

Intellectual Property. Students must always respect copyrights and trademarks of third parties and their ownership claims in images, text, video and audio material, software, information and inventions. The copy, use, or transfer of others' materials without appropriate authorization is not allowed.

Copyright Violations. Downloading or using copyrighted information without following approved District procedures is prohibited.

Plagiarism. Fraudulently altering or copying documents or files authored by another individual is prohibited.

Impersonation. Attempts to log on to the computer/network/Internet impersonating a system administrator or District employee, student, or individual other than oneself, will result in revocation of the student's access to computer/network/Internet.

Illegally Accessing or Hacking Violations. Intentional or unauthorized access or attempted access of any portion of the District's computer systems, networks, or private databases to view, obtain, manipulate, or transmit information, programs, or codes is prohibited.

File/Data Violations. Deleting, examining, copying, or modifying files and/or data belonging to other users, without their permission is prohibited.

System Interference/Alteration. Deliberate attempts to exceed, evade or change resource quotas are prohibited. The deliberate causing of network congestion through mass consumption of system resources is prohibited.

Email and Communication Tools

Email and other digital tools such as, but not limited to blogs and wikis, are tools used to communicate within the District. The use of these communication tools should be limited to instructional, school-related activities, or administrative needs. Students with district-issued email accounts should check email frequently, delete unwanted messages promptly, and stay within the email server space allocations. Email attachments are limited to 2MB or smaller. Internet access to personal email accounts is not allowed. Students should keep the following points in mind:

Perceived Representation. Using school-related email addresses, blogs, wikis, and other communication tools might cause some recipients or other readers of the email to assume that the student's comments represent the District or school, whether or not that was the student's intention.

Privacy. Email, blogs, wikis, and other communication within these tools should not be considered a private, personal form of communication. Private information, such as home addresses, phone numbers, last names, pictures, or email addresses, should not be divulged. To avoid disclosing email addresses that are protected, all email communications to multiple recipients should be sent using the blind carbon copy (bcc) feature.

Inappropriate Language. Using obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language in emails blogs, wikis, or other communication tools is prohibited. Sending messages

that could cause danger or disruption, personal attacks, including prejudicial or discriminatory attacks are prohibited.

Political Lobbying. Consistent with State ethics laws, District resources and equipment, including, but not limited to, emails, blogs, wikis, or other communication tools must not be used to conduct any political activities, including political advertising or lobbying. This includes using District email, blogs, wikis, or other communication tools to create, distribute, forward, or reply to messages, from either internal or external sources, which expressly or implicitly support or oppose a candidate for nomination or election to either a public office or an office of a political party or support or oppose an officeholder, a political party, or a measure (a ballot proposition). These guidelines prohibit direct communications as well as the transmission or forwarding of emails, hyperlinks, or other external references within emails, blogs, or wikis regarding any political advertising.

Forgery. Forgery or attempted forgery of email messages is prohibited. Attempts to read, delete, copy or modify the email of other system users, deliberate interference with the ability of other system users to send/receive email, or the use of another person's user ID and/or password is prohibited.

Junk Mail/Chain Letters. Generally students should refrain from forwarding emails that do not relate to the educational purposes of the District. Chain letters or other emails intended for forwarding or distributing to others is prohibited. Creating, distributing or forwarding any annoying or unnecessary message to a large number of people (spamming) is also prohibited.

Student Email Accounts and Electronic Communication Tools

Electronic communication is an important skill for 21st Century students. By providing this tool, the District equips students with the skills necessary for success in the business. Students in grades 6 - 12 may be given access to a District student email account. This account is set up with the student's user ID. Students must abide by the guidelines established at Email and Communication Tools. Student email accounts will be available for use by students in grades 6-12 while they are currently enrolled in the District. Parents wishing to deny access to District email must do so in writing to the campus principal. As appropriate, project email accounts may be granted for educational activities for students in grades K-5 at the request of the classroom teacher. Student email accounts may be provided directly by the District, through the content management system of an approved online course, or through a District-approved provider.

Consequences of Agreement Violation

Any attempt to violate the provisions of this agreement may result in revocation of the student's access to the computer/network/Internet, regardless of the success or failure of the attempt. In addition, school disciplinary and/or appropriate legal action may be taken.

Denial, Revocation, or Suspension of Access Privileges. With just cause, the System Administrator and/or building principal, may deny, revoke, or suspend computer/network/Internet access as required, pending an investigation.

Warning

Sites accessible via the computer/network/Internet may contain material that is illegal, defamatory, inaccurate or controversial. The District network has filtering software that blocks access to visual depictions that are obscene, pornographic, inappropriate for students, or harmful to minors, as defined by the federal Children's Internet Protection Act. The District makes every effort to limit access to objectionable material; however, controlling all such materials on the computer/network/Internet is impossible, even with filtering in

place. With global access to computers and people, a risk exists that students may access material that may not be of educational value in the school setting.

Disclaimer

The District’s system is provided on an “as is, as available” basis. The District does not make any warranties, whether expressed or implied, including, without limitation, those of merchantability and fitness for a particular purpose with respect to any services provided by the system and any information or software contained therein. The District does not guarantee that the functions or services performed by, or that the information or software contained on the system will meet the system user’s requirements, or that the system will be uninterrupted or error free, or that defects will be corrected. Opinions, advice, services, and all other information expressed by system users, information providers, service providers, or other third-party individuals in the system are those of the providers and not the District. The District will cooperate fully with local, state, or federal officials in any investigation concerning or relating to misuse of the District’s electronic communications system.

APPENDIX V: Visitor Identification System

The Raptor Technologies, Inc. visitor software (V-Soft) program is installed at all campus sites. It is designed to monitor all visitors to the campus and to identify anyone who does not have the right to be on the campus. There are three primary aspects of this program:

1. To maintain a registry of all visitors to the campus;
2. To identify any Registered Sexual Offender (RSO) attempting to gain access; and
3. To identify any person who might attempt access but who is restricted due to any number of reasons, such as parental custodial matters or court-ordered restrictions, as identified by the campus Principal and input into the V-Soft system by the campus office staff (this process is identified within the V-Soft system as a “private alert”).

Any and all visitors during the school day must be entered into the V-Soft system.

Visitors to a campus must provide a valid state- or government-issued photo identification card before being granted access into the school (exceptions are noted within this guide). Examples of acceptable identification include the following: driver license, state ID card, concealed handgun license, military ID, government ID, Mexico driver license (Matricula Consular; see the following website: <http://www.tea.state.tx.us/ged/Misc/MexicoMatriculaCard.pdf>), and any number of current alien registration receipt cards (e.g., Alien Registration Card, Form I-551 (revisions from August 1989 or January 1992); Permanent Resident’s Card, Form I-551; Employment Authorization Card, Form I-688A; Temporary Resident Card, Form I-688, etc.

Please refer to the following website for examples of acceptable identification:

<http://apmp.berkeley.edu/APMP/refdocs/travidentdocs.ins.pdf>.)

If a visitor should attempt to use a photo identification other than one described herein, the campus office staff should contact the campus administrator for authorization.

APPENDIX VI: District Guidelines for the Treatment of Pediculosis (Head Lice)

The following guidelines will be followed when a student is found to have live head lice or untreated nits:

1. A student with active head lice (visible evidence of the bugs) or untreated nits will be sent home. Parents will be notified and the child will need to be picked up from school.
2. Students with active head lice and/or untreated nits will not be allowed to ride the bus home. Parents will need to make arrangements for their student to be picked up from school.
3. A student sent home with active lice and/or untreated nits must be checked by the nurse prior to going back to the classroom. Students who still have active lice and/or untreated nits will be sent home again. Students who are sent home because of untreated nits and/or active lice will be rechecked daily for one week after their return to class.
4. If the student's hair has been recently treated and the nits are more than one-quarter inch from the scalp, the student will be allowed to stay. The nurse will contact the parent to offer advice and suggestions regarding the treatment and follow up. Students will be checked within the next few days to examine for active bugs or untreated nits.
5. Letters are sent home with each student in a classroom at the elementary school when someone in that class is found to have head lice. This is not possible at the middle school or high school because of the number of classes that each student attends each day.
6. Parents are encouraged to contact the school nurse at their child's campus with questions and concerns about head lice. School personnel cannot share information about other children with parents/guardians. They may discuss your student's needs but may not discuss issues that concern other students.

The school nurse checks all students for signs of head lice a minimum of once each nine weeks. The nurse checks classrooms where a problem is known to exist on a regular basis until the problem has been resolved.

APPENDIX VII: Elementary Supplement

Lago Vista Elementary School Mission Statement

Lago Vista Elementary School inspires and supports a safe community of lifelong learners where every individual is valued and respected as part of the team.

Attendance/Absences

Student absences are counted as excused with a note from parent or doctor. Notes may be written or emailed to the school registrar tricia_sosa@lagovista.txed.net. A student with 5 consecutive absences in a row must bring a doctor's note to return to school. Additionally, students with excessive absences will be asked to provide documentation of medical reasons for those absences. Absences are reported on regular three-week progress reports and nine-week report cards. If parents wish to question an absence, those questions should be directed to the registrar within one week of the three or nine week reporting period. Any absences not questioned within that time frame will not be changed later. [See LVISD handbook for additional requirements for excused absences.]

Punctuality is a vital life skill; it is very important that your student be on time everyday (in a seat ready-to-learn at 7:45AM). The tardy bell rings at 7:45 each day. Students arriving after that time will receive a tardy. Three or more instances of tardiness in a nine-week period will result in a consequence, such as an outside-of-school, parent-supervised academic activity or an after-school detention.

Classroom Interruptions

Parents who wish to talk with a child's teacher must schedule an appointment with that teacher during non-instructional time. Do not enter classrooms to have a discussion with a teacher while that teacher is instructing students. If a parent wishes to visit a classroom to observe instruction, the parent needs to make prior arrangements with that teacher 24 hours or more in advance so the teacher can plan accordingly to ensure that there will be no disruption of classroom instruction. Office personnel will get students from class if a parent needs to speak to that child about an emergency. Deliveries will be made by office personnel at scheduled times.

Deliveries

At times it is necessary for a parent to deliver a lunch or forgotten backpack or some other item to a child. All deliveries must be made to the school office. Items must be marked with student's name and class. Deliveries are made daily at 10:00AM and again at 2:00PM. Parents are not allowed to make deliveries to classrooms, as this is disruptive to instruction. No flowers or large gift items will be delivered until the end of the day.

Early Checkout

If you need to check your child out of school early, please send a note to school with the child on that day. Please go to the school office to sign your child out. Upon parent's arrival at school, a school staff member will retrieve the student from class. Students will not be sent to the office prior to parents' arrival. This helps students to remain in class receiving instruction for as long as possible and avoids lost instruction time when a parent is running late. Persons picking up a child will be asked for picture identification before that child is released. Only the persons indicated on the emergency contact card may take a child from school without the child's parents' written permission. Students who leave early will not be eligible for recognition for perfect attendance, unless a doctor's note is provided excusing the early dismissal from school.

Honor Roll

In grades 3-4, Students who earn a 90% or higher in each course are placed on the “All A Honor Roll” at the end of the nine week reporting period. Students who earn 80% in two or less classes and 90% or higher in all other classes are placed on the “A/B Honor Roll”. In order for a student to earn a Semester All-A or A/B Honor Roll Certificate, the student must have earned the same Honor Roll or higher for both nine weeks of the semester. In order for a student to earn an All-Year A or All-Year A/B Honor Roll certificate, the student must have earned the same Honor Roll distinction or higher for all four quarters of the school year.

Field Trips

Permission to attend field trips is given on the beginning of the year registration paperwork. In the event a parent does not want a student to attend a specific field trip, he/she should inform the office. Additionally, parents should ensure that emergency contact information is kept current in the event that parents need to be contacted. Students are expected to use the school’s transportation to the field trip site, but may leave with a parent or guardian from the event if arrangements have been made with the child’s teacher. Students can be prohibited from attending field trips for disciplinary reasons, such as repeated offenses and serious violations of the Student Code of Conduct. Students who are assigned in-school suspension on the day of a field trip will not be allowed to attend.

Lost and Found

A lost and found box is maintained for any items found at school. All clothing and large items will be kept in a box by the gymnasium. Small items will be kept in the office. Parents may check the lost and found box or ask at the office for items at any time. All items left unclaimed by the end of the semester will be donated to a charitable foundation or given to the school nurse to use for students who need a change of clothing at school.

Parties and Socials

Parties will not be held at school and no food or drinks may be brought into classrooms during school hours without prior approval from the principal. Winter Break, Valentine’s and End-of-Year parties are the only parties authorized by the school. Children are not allowed to distribute party invitations at school unless every child in the class is invited to the party and distribution does not interrupt instruction. Parents who wish to send cupcakes, cookies, or a light snack for the class to share on a student’s birthday should check with the classroom teacher prior to sending food items. Parents may not distribute food to students other than their own children in the cafeteria. Birthday celebrations will be scheduled at teacher convenience with minimal classroom interruption. Holiday parties will occur on the day designated by LVES. Students will not be allowed to leave campus for parties unless approved by principal. [See Policy FMNV for regulations about items served at parties.]

Perfect Attendance

Students in grades Kindergarten through Fourth Grade will be recognized for perfect attendance each nine weeks and for the school year. In order to be eligible for perfect attendance, a student must be present from 7:45am-2:45pm each school day in a nine-week period. Students who are tardy or who leave early will not be eligible for recognition for perfect attendance, unless a doctor’s note is provided excusing the early dismissal from school. Students who have earned perfect attendance for all four quarters will earn All-Year Perfect Attendance recognition.

Student Arrival

The school opens at 7:10am for students. Do not drop off students prior to this time, as there will be no school personnel there to supervise them.

Students are to be dropped off ONLY at the entrance to the cafeteria/gym off of Travis Drive. Student volunteers and LVES staff are there to ensure safe exit from the cars. Entrance to the cafeteria/gym will be closed and locked at 7:45am each day.

After that time, students are tardy and should be walked in by their parent at the Dawn Drive entrance and be brought to the front office for a tardy slip. DO NOT park in the circular drive. It is posted as a no parking zone during school hours. A portion of it is also a designated fire lane. Please always walk your student into the building when using the main entrance on Dawn Drive. This entrance is for parents who need to park and conduct business in the school, and for parents walking in students who are late. The volume of traffic creates a safety risk for any students who are dropped off in this area without a parent to walk them in to the building. LVES staff does not protect this entrance.

Students are NOT to be dropped off at the entrance from Civic Drive. The buses drop students off in this location, and traffic there poses a danger to LVES students. Parents may park at the top of the hill on Civic Drive and walk to the building with their children.

Student Dismissal

Kindergarteners and First graders are picked up in the back of the school on Civic Drive. Second through Fifth graders are picked up in the back of the school off Travis Drive. If you are picking up more than 1 student, your oldest child should join your youngest child's group and you can pick them up together. All parents should display a large name card on their car's visor. This card will have your child's first name, last name and grade level on it and helps us load students faster! For safety reasons, parents are not allowed to get out of their vehicles to retrieve their students from the car rider line.

In the front of the school the buses will be parked in the circular drive to load students. They will NOT move the buses if you are parked in this parking lot. Do NOT park here if you need to leave before the buses do. The buses are parked in the front parking lot each day beginning at 2:30pm.

Parents are not allowed to get their child from the bus or walk out of the school with them until they have come to the office to check out the child and receive a check-out pass. This pass tells the bus driver or teacher that it is safe for you to get your child from the bus or take your child off campus. Please have your driver's license ready.

Any child that has not been picked up by 3:00pm will be in the front office. Parents must come to the office and sign them out. Siblings are not allowed to stay and wait for a child attending after school activities.

Teacher Conferences

Teachers at Lago Vista Elementary School are available to conference with students and parents. If a parent desires a conference with a teacher, he/she should make arrangements for a specific conference date and time. An appointment time can be made by calling or e-mailing the teacher. To call the teacher, you may dial the main school line at 267-8340 – choose option 3 and leave a message with the front office. To email a teacher, enter `firstname_lastname@lagovista.txed.net`. Teachers remain at school until 4:00pm Monday through Friday. Parents can also request a conference during the teacher's daily planning period. Parents are invited to visit the school to confer with teachers and the principal relative to the instruction of their children. Parents are expected to arrange conferences by appointment. All parents/guardians are encouraged to attend a conference with teachers within the beginning nine weeks of school. Teachers will contact families to arrange these conference appointments.

Transportation

Your child will have the option to ride the bus, walk home, or be picked up from school each day. If your child's means of getting home will change, please send a written note, email the secretary or registrar (angie_haire@lagovista.txed.net or tricia_sosa@lagovista.txed.net) or contact the school at 267-8340 + Option 3 as soon as you are aware of the change. Students who do not have a parent phone call or a written note will not be allowed to change their transportation for the day. The school will accept transportation changes up until 12:00pm each day. After 12:00pm, the campus principal must approve all transportation change requests. Only emergency situations will be approved. Students will never be allowed to leave the building with someone who is not listed on their contact list without express permission from a parent or guardian. Due to space limitations on the buses, a child will not be allowed to take more than one additional child with them on the bus. Exceptions to this may be granted by contacting transportation services.

Volunteers

Parent and community volunteers are a valuable resource for the elementary school. Volunteers support our curriculum by doing a variety of jobs for teachers and staff. There are many opportunities for volunteers – from tutoring a child to helping with school wide enrichment activities to preparing teacher materials at home. LVES reserves the right to accept or refuse volunteer services.

If you are interested in volunteering you may contact your child's teacher at the campus principal or the PTO at volunteer.lvespto@gmail.com. Volunteers who work on a regular basis in the school are provided with an orientation program and training. Individuals who volunteer in our school must undergo a criminal background check. The background check forms can be obtained in the elementary front office.

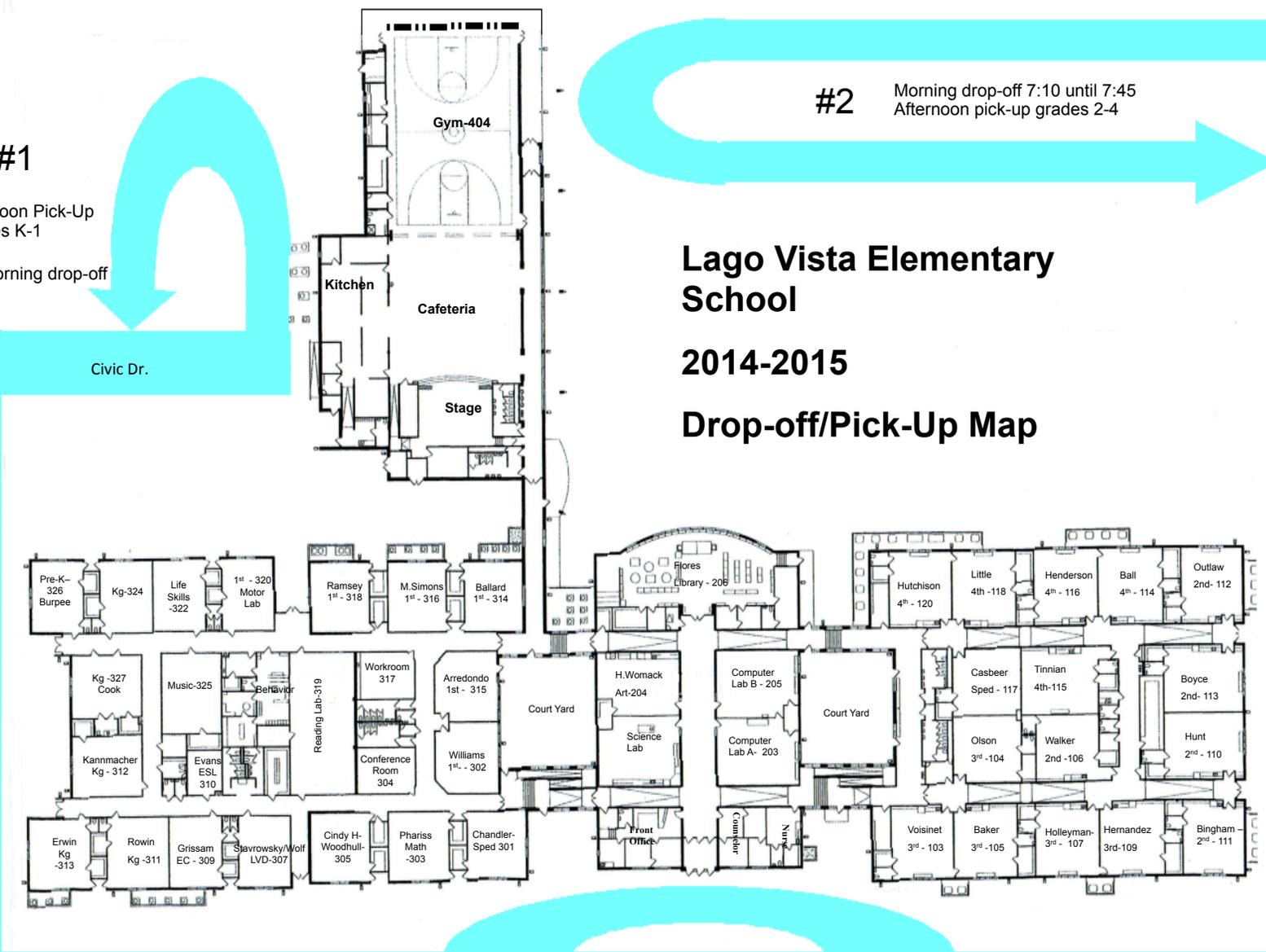
#1

Afternoon Pick-Up
Grades K-1

No morning drop-off

Civic Dr.

Deer Run



#2

Morning drop-off 7:10 until 7:45
Afternoon pick-up grades 2-4

Lago Vista Elementary School

2014-2015

Drop-off/Pick-Up Map

Dawn Dr.

Travis Dr.

PREVENTATIVE INTERVENTIONS	LEVEL 1 INTERVENTIONS Before Office Referral	LEVEL 2 INTERVENTIONS Before Office Referral	LEVEL 3 INTERVENTIONS Office Referral
Clear expectations/procedures Clear consequence for behavior Model appropriate behavior Classroom arrangement (assigned seating) Interesting and engaging lessons Building rapport Social skills training Consult with team teachers Review RTI database Review 504/SpEd/ESL paperwork Consult with previous teachers Positive Parent Contact Positive Reinforcement Special privileges Positive notes home	Conference with student Parent contact (student phone call) Change seating Referral to counselor Planned ignoring Proximity control Class reminder (re teach) of expectations/procedures Redirect for desired behavior Verbal warning Written warning Student contract Self-correction sheet In class time out Refusal to work note Lunch detention After school detention Answer reflective questions School service (work detail) Consult with counselor Consult with Principal Nonverbal/visual cue	Conference with student Parent contact (teacher, student phone call) Classroom consequences Buddy teacher for time out Removal of student privileges (chair, lab, computer, bus, etc.) Parent/Team conference Referral to counselor Office referral Peer mediation Team ISS Behavior checklist Level 1 interventions w/documentation Parent contact (email) Dress code referral Behavior contract	Conference with student Parent contact (phone call) Referral to counselor Office referral with complete documentation of prior interventions as appropriate) Possible schedule change Incident report/email principal Emergency call to office ISS Suspension Other actions as deemed appropriate for behavior

**Lago Vista Elementary School Discipline Matrix
Preventative Interventions**

APPENDIX VIII: Middle School Supplement

Lago Vista Middle School Mission Statement

Lago Vista Middle School will provide a positive and supportive environment, which builds self-confidence, develops responsibility, and assists each student in becoming a successful life-long learner.

Arrival to School

Students are allowed to enter the building at 7:55 AM for their first period class. Students who arrive before 7:55 AM are required to wait in the cafeteria. Students are allowed to enter the building for morning tutorials from 7:30 – 7:45 AM. Movement from one area to another before 7:55 AM is not allowed. **Supervision is not provided for students who arrive to school before 7:30 A.M. and remain on campus after 4:00 P.M. unless prior arrangements have been made with the principal or designated staff member.**

Awards and Recognition

Students will be recognized at the end of each grading period for “A” Honor Roll and “A/B” Honor Roll. Additionally, an assembly may be held at the end of the year to recognize honor rolls and for the entire year. Other awards may be given.

Bullying

Bullying can occur when a student directs written or verbal expressions or physical conduct against another student, the behavior brings harm or places a fear of harm in the student, and is so severe, persistent, or persuasive that it creates an intimidating, threatening, or abusive educational environment. Bullying is not tolerated. Students who witness an incident of bullying or feel they are victims of bullying action, should report the incident to a staff member, such as a teacher, principal, or counselor. Reports can be made directly to a staff member or via the confidential “Do Something About It” mailbox located in front of the main office. The board has established policies for procedures to prohibit bullying and to respond to reports of bullying [See FFI (LOCAL).]

Car Riders

Car riders are dropped off and picked up directly in front of Viking Hall. Parents must use the entrance on Bar-K and follow the loop around. This is to ensure that cars are not forced to line up on 1431. Buses will use the loops in front of the middle school. For safety reasons, students are not allowed to walk across the parking lot. For their safety and the safety of others, young children are asked to wait in cars with their parents. Students will not be released from school during the last fifteen minutes of the school day except in an emergency situation.

Cell Phones

For safety purposes, the District permits students to possess cell phones; however, **cell phones must remain turned off during the instructional day**, including during all testing. Prohibited use of cell phones includes photography, use of recording devices, and communication methods, such as email or texting. The use of cell phones in locker rooms or restroom areas at any time while at school is strictly prohibited. Any disciplinary action will be in accordance with the *Student Code of Conduct* and may include confiscation of the device. **First incident the cell phone will be kept in the office until 3:40, at which point it can be returned. On the second incident, a service fee of \$15 will be charged the owner of the cell phone for its release.** LVMS will not assume responsibility for lost or stolen cell phones brought to school.

Computer Resources

Use of computer resources is restricted to students working under a teacher's supervision and for approved purposes only. Students and their parents will be asked to sign a user agreement (separate from this addendum) regarding use of these resources; violations of this agreement may result in withdrawal of privileges and other disciplinary action. Electronic communication (email) using district computers is not private and is monitored by district staff.

Dances

For students in grades 6-8, school dances are held throughout the year and follow these guidelines:

- Students must be currently enrolled as a LVMS student.
- Parents must drop off and pick up students in front of Viking Hall.
- Students must be picked up promptly at the end of the dance.
- Standard dress code requirements and the district code of conduct are followed.

Students who are removed from the dance for violations of guidelines are not given a refund.

- Students who leave the dance before 10:00 PM are not allowed re-entry.
- Chaperones are arranged in advance of the dance.

Detention

Failure to comply with school rules and expectations can result in disciplinary consequences, such as after-school detention. After-school detention is held from 3:30 – 4:30 on Monday, Tuesday, and Thursday. Students assigned to after-school detention are required to make arrangements to be picked up promptly at 4:30 on days detention is assigned. Failure to attend detention will result in additional detentions.

Electronic Devices, Ipods, CD Players, Radios, MP3 players, Games and Other Technology Devices

Students **are not permitted** to use such items as Ipod's, pagers, radios, CD players, MP3 players, tape recorders, camcorders, cameras, or electronic devices or games at school, unless prior permission has been obtained. Without this permission, teachers will collect the item and turn it in to the principal's office. The principal will determine whether to return the item to a parent at the end of the day or hold the item until the end of the semester. Any disciplinary action will be in accordance with the *Student Code of Conduct*. **LVMS will not assume responsibility for lost or stolen items brought to school.**

Fines and Financial Obligations

Students with outstanding financial obligations may not receive report cards until the obligations have been cleared. Students who have outstanding obligations will have their names posted on a fine list. Students who fail to clear obligations are subject to disciplinary action and/or loss of school privileges, such as attending dances and field trips, if they do not clear their names from the fine list.

Food and Drink

Food and drink are not permitted in classrooms or in the hallways. Federal school lunch guidelines prohibit serving foods of minimum nutritional value during the school day. Special occasions for food in the classroom must comply with federal school lunch guidelines, show a relevant lesson objective, and be pre-approved by the principal. Parents are not allowed to bring food or drink to classrooms except when the food is being used in a specific curriculum-based lesson and has been pre-approved by the principal. An exception for medical reasons can be made by submitting the request to the school nurse and principal. Students will be allowed to have one nutritional snack during a morning class. Snacks are not provided by school staff.

Hall Passes

Class time should be as free from distraction as possible. Students are not permitted in the halls during class periods or lunch without an authorized pass or unless accompanied by a school employee. Being in the halls or unassigned areas without permission can be viewed as truancy and will be subject to disciplinary consequences.

Honor Roll

LVMS celebrates exemplary academic success and recognizes the following exceptional student achievement:

All A Honor Roll - Students earning "A's" in all their classes. Average of 90% or above in every class.

A/B Honor Roll - Students earning "A's" and "B" in all classes with no more than 2 "B's".

Insurance

The district is not responsible for medical costs associated with a student's injury. At the beginning of the school year, the district will make available to students and parents a low-cost student accident insurance program. Premiums will be paid to and claims will be submitted through the principal's office, but the district shall not be responsible for costs of treating injuries or assume liability for any other costs associated with an injury. Before participating in a school-sponsored trip outside the district or in school-sponsored athletics, students and parents must purchase the student accident insurance or show proof of insurance or sign a form rejecting the insurance offer and waiving any claim against the district for any injury which may result.

Lockers

Lockers are not provided for students, unless requested. It is the student's responsibility to keep his/her locker secured, to maintain the confidentiality of his/her combination, and to store contents appropriately.

Parties

School-sponsored parties must have prior approval from the sponsor/teacher and principal. Special occasions for food in the classroom must comply with federal school lunch guidelines and show a relevant lesson objective. Parents are not allowed to bring food or drink to classrooms except when the food is being used in a specific curriculum-based lesson and has been pre-approved by the principal. Parents who wish to send cupcakes, cookies, or a light snack for the class to share on a student's birthday should check with the principal prior to sending food items. Parents may not distribute food to students other than their own children in the cafeteria.

Personal Items

Students are asked to leave their personal items, such as toys, pillows, and blankets at home. Personal items can be taken up and kept in the school office for the remainder of the school year.

Pre-Advanced Placement Classes

Beginning in 6th grade, certain core subjects are offered as regular and Pre-Advanced Placement (Pre-AP) classes. The Pre-AP classes at the middle school offer students the opportunity for a more rigorous and in-depth study of the Texas Essential Knowledge and Skills. Pre-AP classes move at a fast pace; students who have difficulty keeping up with the accelerated pace of instruction may find it necessary to seek outside tutorials or assistance in order to be successful in the class. Pre-AP courses are designed to provide opportunities to develop concepts and skills in preparation for enrollment in the high school Advanced Placement program.

Students enrolled in Pre-AP classes should expect outside assignments and projects, which could require a significant amount of time and energy. Students considering placement in Pre-AP classes should consider the following expectations of skills that the Pre Advanced Placement student must bring to the classroom:

- Independent reader, writer, problem solver, learner
- Marked ability to communicate eloquently in oral, written, and electronic formats
- Marked intrinsic commitment to the completion and submission of tasks
- Recognized ability to work productively and cooperatively with others
- Persistence when working with challenging problems or tasks
- Creative, imaginative, inquisitive, with the ability to analyze, synthesize, and evaluate
- Ability to learn rapidly and excels in the learning process
- Full engagement in the learning process
- Well-organized with good study skills
- Respect for academics, the learning environment, and the school community
- A strong sense of self

* Pre-AP math classes are offered in sixth and seventh grades only. Students who meet the rigorous math standards as seventh graders may enroll in Algebra as eighth graders.

Requests for Assignments

Parents can request assignments for students who will be absent three or more days. The office staff is unable to collect assignments for students who are absent less than three days. Parents are encouraged to call the school for assignments during extended absences. In the event that a student finds it necessary to be absent on the day of a final exam, he/she can complete the missed exam during the summer. A grade of “0” will be given and averaged into the final grade average until the exam has been completed. A request to complete an exam ahead of the final exam schedule must be submitted in writing to the principal. Requests to take early exams are generally not granted if the absence is due to a non-emergency, such as vacation.

Schedule of Classes

Middle school students attend seven classes plus an advisory class. The schedule consists of four core classes (language arts, mathematics, science, and social studies), and three elective classes. Core classes are offered on two levels – regular and pre-advanced placement (Pre-AP). High school credit is given for Spanish I and Algebra 8, and the grades for these courses will count towards the student’s grade point average.

Schedule Changes

Every effort is made to place students in requested courses, including desired electives. No schedule changes may be made after the start of school without the principal’s approval. Changes in schedules will be made only in special circumstances. Any course changes must have parental approval.

Student Assignment Planners

To help organize and plan for classes, all students are issued an assignment planner. An essential school supply, the planner fee is \$4.00. The assignment planner should be maintained daily in each class. Parents will find this planner helpful for monitoring assignments and scheduled tests. Replacement planners are sold for \$4.00 each.

Tardy Policy

Three tardies in the same class is equal to one unexcused absence. Students who are tardy to class will be subject to disciplinary action. Three tardies in a 9 wk grading period will result in an After School Detention (ASD).

Teacher Conferences

Parents can arrange a conference with a teacher by calling the school secretary. Most conferences will be arranged during the teacher's scheduled conference time. Teachers remain at school until 4:00 P.M., Monday through Friday.

Telephone

School telephones are intended for school business. Students are not allowed use of the office telephone during classes and is further restricted to emergencies only. Telephone messages received from parents will be delivered to students; in cases of emergencies, students will be contacted immediately. Students are prohibited from using personal cell phones during school hours. (See "Cell Phones" section for more information.)

Textbooks

Textbooks must be covered at all times. Students are responsible for damage beyond normal wear as well as lost or stolen textbooks. Students who fail to return a textbook will not be reissued one until the textbook charge is paid.

Tutorials

Tutorials are available for all students who need assistance and are especially recommended for those students who are failing or at risk of failing a class. A student who receives a grade of less than 70% in any class or subject during a grading period may be placed in mandatory tutorials (TEC 29.084). Teachers provide tutorials from 7:30 – 7:55 most mornings. Students who arrive to school after 7:45 will not be allowed to attend tutorials. Students can arrange additional time with teachers if needed.

Mandatory tutorials fall under the jurisdiction of Texas' compulsory attendance laws. Attendance is not optional. Students who do not attend mandatory tutorials are subject to prosecution under the state laws for compulsory attendance. In addition, students are subject to school consequences for truancy (Note: an unexcused absence from a mandatory tutorial will be considered a truancy).

Withdrawal Procedures

A student may be withdrawn from school only by a parent. Notify the school at least three days in advance of the anticipated withdrawal date so that records and documents can be prepared. On the student's last day, a withdrawal form is presented to each teacher for current grade averages and book clearances; to the librarian to assure a clear library record; to the nurse for health records; to the counselor for the last report card and course clearance; and finally, to the principal. A copy of the withdrawal form will be given to the student, and the original will be placed in the student's permanent record. When parents/guardians are unable to personally initiate withdrawals, a student can bring a note signed by his/her parents stating the date of and the reason for withdrawal. All withdrawals start in the principal's office. No records can be transferred to another school until all records are clear. To receive a semester grade, students must have completed the sixth week of the last nine weeks of each semester.

Student Activities

After School Activities

Students are encouraged to participate in a variety of clubs or organizations. These clubs/organizations are sponsored by the various departments in the school for the purpose of providing enjoyable experiences in a wide range of interest. All organization activities are to be cleared by the principal before being placed on the school calendar. Each school club or organization must operate according to procedures outlined in an officially adopted constitution or set of bylaws that have been approved by the group sponsor(s) and the

school principal. In addition, the constitution or set of bylaws must be adopted by the club/organization and must be placed on file with the school principal and student council vice president. UIL eligibility rules apply to students who participate in extra-curricular activities. Students are expected to be picked up promptly at the end of the activity, and transportation arrangements must be made in advance. Failure to be picked up promptly may result in loss of privileges to attend future after-school events.

Athletic Teams

Seventh and eighth graders are given the opportunity to participate in the following teams: football, volleyball, basketball, and track.

Band

Instrumental music instruction leading to performance opportunities in band are offered. Students will have the opportunity to perform and compete in many musical activities on an individual or group basis. Trips, concerts, performances and competitions are an extension of the classroom. Band members are expected to maintain passing grades, practice regularly, and attend all band events

Cheerleaders

Middle school cheerleading is open to all academically eligible 7th and 8th grade students. Participation standards will come under the guidelines of the Cheerleader Constitution and the direction of the middle school cheerleader sponsor. Academic eligibility is a pre-requisite.

National Junior Honor Society

The National Junior Honor Society promotes recognition for seventh and eighth grade students who reflect outstanding accomplishments in the areas of scholarship, leadership, service, citizenship, and character. Membership in NJHS is a privilege and a commitment. For seventh and eighth graders, candidacy begins by meeting our Scholarship criterion of 90.0 (cumulative GPA) at the end of the first semester. Each candidate will then submit a candidate information form to the Faculty Council for review and selection. Our LVMS Chapter Bylaws and calendar events are posted on the NJHS bulletin.

Student Council

Student Council is the student governing body of Lago Vista Middle School. The Student Council is organized so that students can participate in a representative form of student government. A maximum of three representatives and two alternates from each grade level will be chosen by popular vote from among the class members to serve on the council. To be a student council representative, a student must have earned in the previous semester a minimum grade of 70 in each subject and satisfactory citizenship in order to enter the election for representative. UIL eligibility rules apply to student council events. The Student Council officers consist of president, vice-president, secretary, and reporter. The method of qualifying for officer elections is stated in the Student Council constitution. To be a candidate for office, a student will follow procedures established by the Student Council, sponsors, and principal. Student Council meetings and other activities are conducted according to the plan established by Student Council officers, sponsors, and the principal.

UIL Activities

In order to remain eligible for UIL membership, our school must adhere to the UIL Constitution and Contest Rules. Students may practice outside of the school day in any single extracurricular activity a maximum of eight hours per school week. The total number of hours any student may practice a combination of all extracurricular activities outside the school day shall be limited to twenty hours per school week. Performance, including travel time, held after the beginning of the school week but not prior to the end of the school week (excluding holidays), though held outside of the school day shall be counted against practice

time. However, the total time counted against practice time for the first performance shall be limited to two hours. The District shall not schedule, not permit students to participate in any school-related or sanctioned activities on or off campus that would require, permit, or allow a student to be absent from class in any course more than ten times during the 180 day school year (full-year course). Students representing the school in post-district UIL competition may not exceed five additional school related absences.

UIL Physical Examination for Athletic and Cheerleader Participation

Students desiring to participate in the UIL athletic and/or cheerleading teams will submit annually a statement by a physician licensed to practice in the state indicating that the student has been examined and is physically able to participate in the athletic program.

Parent and Community Involvement

Campus Educational Improvement Committee

The Campus Educational Improvement Committee (CEIC) meets throughout the year to review the previous year's student performance and to develop recommendations for school improvement. Membership on the Campus Educational Improvement Committee includes faculty, staff, parents, and community representatives. Potential members are asked to contact the middle school front office with your name and contact information. Voting membership is limited. The public is welcome to all meetings of the Campus Educational Improvement Committee

Newsletter

To help students and parents be better informed on the events and activities at Lago Vista Middle School, a newsletter will be prepared periodically. This newsletter is emailed home each nine weeks. The newsletter is also posted on the school website - <http://www.lagovistaisd.net/> - under Middle School News. A paper copy will be mailed home upon request.

Parent Teacher Organization

All parents of LVMS students are encouraged to be a part of the PTO. The goals of the PTO are to provide support for our students, parents, faculty, and staff. Parent involvement in the PTO includes planning, delivering, supervising, facilitating and raising the resources to provide this support. To be a part of the PTO, contact the middle school front office with your name and contact information.

Webpage

LVMS maintains a campus webpage listing current photographs taken as school events, as well as news items, including the newsletter, letters from the principal, and other school happenings. Additionally, each teacher maintains a webpage, which includes his/her calendar of lessons.

APPENDIX IX: High School Supplement

Lago Vista High School Mission Statement

The mission of Lago Vista High School is to use the four years allotted to teach, motivate, and challenge each student to rise to the highest level of academic excellence possible in a premiere learning environment. All graduates will leave our school with the ability to live and work as compassionate citizens and mature, effective adults. We are committed to sending into the world individuals who use problem-solving skills to impact their community in a responsible manner.

Academic Removal from Pre-AP/AP Classes

If a student falls below 75% at the conclusion of the first semester grading period the student may be removed from that Pre-AP class and placed in a regular class in the same content area.

Admission and Transfers

The parent/guardian of a student who wants to enroll in the District should contact the counselor at Lago Vista High School. Beginning in the 2014-2015 school year, LVISD accepts out-of-district transfer students. Those interested in applying for an out-of-district transfer should contact the administration office for more information.

Alternative Means of Earning High School Credit

Students must make a written request and receive **prior approval** from the counselor before taking any course via any alternative means to obtain high school credit.

Arrival

Students are permitted to enter the school building no earlier than 7:30 am each day. All students should report to either the cafeteria or their coach if they are in athletics. Students will be allowed to attend the Media and Academic Center (MAC) or tutorials with a pre-approved pass from a teacher.

Austin Community College Courses

Austin Community College offers Early College Start (ECS) Classes for Lago Vista High School students who have completed two full years of high school and qualify by credits as junior level students. Students undertaking college level courses must meet the Texas Success Initiative. Full college enrollment and registration must be completed by the student and parent in order to qualify for either ACC courses taught at LVHS or courses taught at ACC or on-line with ACC. Enrollment is done on-line and ACC forms must be printed out by students to turn into ACC personnel. Transcripts and Co-enrollment forms are available from the high school counselor. Enrollment procedures and more information can be found on the ACC website: austincec.edu

Questions concerning choice of ECS courses honored by LVHS can be directed to the high school counselor. Questions concerning tuition and scheduling of classes can be directed to ACC. Failure to follow ACC procedures can result in not being able to register and take the selected classes.

ACC also offers College Connection (CC) aimed at our seniors in order to help them with a smooth transition to post-high school college and technical school settings. CC personnel make 4 visits to our campus to connect seniors with post-high school opportunities. These visits include starting common application for Texas public universities and community colleges, obtaining a personal identification number for the Free Application for Federal Student Aid (FAFSA) required for student financial aid at most colleges, testing for those seniors not yet meeting the TSI score for college entrance, and college freshman advising

for all seniors; regardless of their post-high school plans. The CC ACC advisors are very knowledgeable about issues facing newly- graduated seniors. This is a great support to all our seniors in helping them move into their post-high school plans. CC works with all seniors on these important issues for their success.

Bell Schedule

	<u>A Day</u>	<u>B Day</u>
7:55-9:25am	Period 1	Period 5
9:30-11:10am	Period 2	Period 6
11:15-11:45am	3A Lunch	7A Lunch
11:50-1:20pm	Period 3A	Period 7A
11:15-12:15pm	Period 3B	Period 7B
12:15-12:45pm	Lunch 3B	Lunch 7B
12:50-1:20pm	Period 3B	Period 7B
1:35-2:55pm	Period 4	Period 8
3:00-3:25pm	T.E.A.M	T.E.A.M.

Cell Phones

Cell phones may be used anywhere on campus prior to the first bell in the morning and after the last bell of the day. Students may not use cell phones during the school day.

Cheerleading

Cheerleading applications are available and tryouts are open to all qualifying students enrolled by the first day of the second semester in LVISD. Tryouts will be held each spring to select cheerleaders for the upcoming school year. Information packets that include the necessary information and permission slips will be available prior to cheerleader tryouts. The packet will have to be completed, signed and returned by the designated time or a student will not be allowed to tryout. Throughout the tryout process, students will accumulate points based on specific criteria. Please refer to the cheerleading tryout packet for details. The JV squad will have no more than 8 cheerleaders (all 9th graders) and the Varsity squad will have no more than 10 cheerleaders (mixture of 10th-12th graders). Only Varsity squad members will travel to out of town games and attend summer camp.

Class Officers

Students who are elected as class officers are expected to follow the roles and responsibilities set forth by their class sponsor. Class officers may be removed from their role if they do not consistently meet expectations. Please contact your child's sponsor for more information.

College Visits

In order to miss school for a college visit, **the principal must give prior approval**. Juniors and seniors are allowed two college days per year. Students are required to provide a parent/guardian signature on a completed "College Day" permission form available in the office. Students will need to provide verification of the college visit to the attendance clerk upon returning to school.

College Courses/Alternative High School Courses

Students must make a written request and receive **prior approval** from the counselor before taking any course via any alternative means to obtain high school credit.

Course Information

Students should expect an assigned elective to appear on a schedule when classes in a requested elective

become overcrowded. Some students may be assigned to a learning lab. All students must take at least three classes daily for a minimum of 4 hours of instruction.

Designated Courses for No-Pass No-Play Exemption

English I Pre-AP	English II Pre-AP
English III AP	English IV AP
Biology Pre-AP	Biology AP
Chemistry Pre-AP	Chemistry AP
Physics B and C AP	Environmental Science AP
Pre Cal	Geometry Pre-AP
Algebra II Pre-AP	Pre Calculus Pre-AP
Calculus AP	US History Dual Credit
Economics AP	Spanish II Pre-AP
Spanish III Pre-AP	Spanish IV AP
Spanish V A	

Dance/Prom

Each qualifying LVHS student may purchase a ticket for themselves and one additional ticket for a guest. Outside guests must meet the following criteria:

- A student's guest that is a LVHS graduate must be no older than 19 years old.
- All other guests must be attending high school, have prior approval of the principal and no older than 18 years old.

Honor Roll

All A Honor Roll - Students must be taking at least four classes and have a weighted grade point average of 4.0 or above in all classes.

A & B Honor Roll - Students must have a weighted grade point average of 3.75 or above, and grades not lower than 3.0 in 2 classes and a 4.0 in all other classes. **Note:** Pass/Fail and Dual Credit classes do not count toward Honor Rolls.

Incompletes

A student who receives an incomplete for a nine weeks grade (last day of the nine weeks) or semester grade (last day of semester exams) must make up the incomplete work by the fifth school day of the new grading period no later than 3:40 P.M. If the student does not make up the incomplete, then the student will be ineligible for UIL and any and all other extracurricular activities. (Note: The student must meet all other UIL requirements to be eligible). All incomplete nine-week and semester grades will be converted to a 50 on the fifth school day at 4:00 P.M. of the new grading period, or in case of the second semester the incomplete will be converted to a 50 five school days after the last day of the grading period. The only exception is if the absence practice (one school day for each absence) allows for additional days.

Local Scholarships

Scholarship committees from various community organizations, local businesses and individuals annually offer a number of scholarships to Lago Vista students to help defray the expenses of college or professional training. Any senior who is interested in applying for one of these must complete the scholarship application that will be given out in February. Students applying for local scholarships must have been enrolled from the beginning of their junior year.

Priority Drop Policy

During the first two weeks of the semester, requests to drop a course will be handled through the counselor's office and **must have parent and administrative approval**. All requests must start with a Drop/Add form. **No changes will be made after the second week of school.**

Procedures

LVHS teachers, students, and staff representatives have collaborated to create a set of procedures for the common areas of the school. All students are expected to follow these school-wide procedures. A copy of this document is available in hard copy from the front office or can be sent electronically, at request.

Progress Reports

Lago Vista High School will post grades so parents have ready access to information about student performance. Students who have grade averages of less than 70 are considered failing. A teacher may send a written progress report or contact the parent at any time if the teacher deems it appropriate. **A reminder message will be sent to all parents on the day progress reports are due reminding them to check their student's grades through the online TxConnect Parent Portal.**

Registration

Students who did not register during pre-registration may register during the summer prior to the first day of school. Please call the office to set an appointment with the counselor.

Schedule Changes

Students may not make course changes without parental approval. Changes will be made only if (1) the student is a senior and does not have a course required for graduation (2) the student does not have the prerequisites for a course (3) course credit was previously received (4) a data entry error made by the school (5) student has been dismissed from a program that requires approval for placement (6) any requests to change a schedule for reasons other than those listed will be considered only for a compelling educational circumstance. **No changes will be made after the second week of school.**

Truancy

Truancy is defined as being in an unauthorized location during the school day. Students will receive ISS for truancy infractions. **Truant students will be required to successfully complete all assignments missed during the truancy before being released from ISS.** The assignments missed during the truancy infraction will be evaluated at 80% of their original value if completed successfully on the first day of ISS and 50% of their original value if completed successfully on the second day of ISS and thereafter.

Tutorials

Tutorials will be provided to meet the needs of the student population during the homeroom block each day. If further assistance is needed, students can arrange before and after school tutorials with individual teachers.

Valedictorian and Salutatorian

The valedictorian and salutatorian shall be the students in the senior class obtaining the highest grade point averages respectively, utilizing the procedures for calculating rank in class. They shall have been in continuous enrollment at Lago Vista High School since the first day of the second semester of their junior year. In addition, students being considered for valedictory and salutatory honors shall meet the following criteria:

- A minimum of four years of mathematics, one year of which must be upper division. Upper division is defined as above Algebra One.
- A minimum of four years of science.

Valedictorian and Salutatorian Ranking

Student's weighted grade point averages shall be ranked to determine valedictorian and salutatorian. In case of a tie for valedictorian or salutatorian, the following criteria will be used to distinguish the valedictorian and the salutatorian.

1. The student with the most AP/Dual Credit courses shall be considered first
2. However, if a tie still remains, the student with the highest numerical grade average of all AP/Dual Credit courses taken shall be the valedictorian (in case of tie for first place) and salutatorian (in case of tie for second place).

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

1. Computing the weighted grade average to a sufficient number of decimal places until the tie is broken; or
2. Comparing the students' scores on college entrance tests (SAT first), if all the tying students have taken the same tests.

Should a tie develop for valedictorian, co-valedictorians shall be declared, and no salutatorian shall be recognized. Should a tie develop for salutatorian, all students in the tie shall be recognized. To qualify to give the valedictorian or salutatorian speech, a student shall not have engaged in any serious misconduct violation of the Student Code of Conduct, including but not limited to removal to DAEP, a three-day suspension, or expulsion during his or her last two semesters.

Withdrawals

All withdrawals must start in the principal's office. When all books have been checked in and obligations met, the withdrawal will be approved and earned credits transferred. No records or credits will be transferred to another school nor transcripts sent to any college until all records are clear.



Lago Vista

Independent School District

Grading

Guidelines

Elementary & Secondary

Table of Contents

Lago Vista ISD Grading Guidelines Contacts 3

LVISD Philosophy of Grading 3

 Communication with Parents 3

 Parent Conferences 3

District Grading Information 4

 Grading Policy 4

 Finality of a Grade 4

 Grading and Reflection of Mastery of Texas Essential Knowledge and Skills 4

 Examinations for Acceleration or Course Credit 4

 Academic Dishonesty 4

LVISD’s Online Gradebook: txConnect 5

 txConnect Mobile App 5

Progress Reports 6

Promotion & Retention 7

 Standards of Mastery for Promotion 7

 Attendance 7

 Required Proficiency on State Assessments in Grades 5 and 8 7

 Promotion in Grades 1-8 7

 Promotion in Grades 9-12 8

 Standards for Promotion Upon Appeal 8

 Retention of Transfer Students 8

 Assignment of Retained Students 8

Elementary Grading Guidelines 9

 Number of Grades 9

 Grades PK-1 9

 Grades 2-3 9

 Grade 4 10

 Maximum Weight of a Grade 10

 Maximum/Minimum Grade Reported 10

 Extra Credit 10

Middle and High School Grading Guidelines 11

 Make-Up Work 11

 Late Work 11

 Re-do/Re-test Policy 11

 Weight of Grades 12

 Major Grades 13

 Formative Assessments 13

 Daily Grades 13

 Science Labs 13

 Semester/Final Exam 13

 Extra Credit 13

 Advanced Studies Grading System for High School 13

 Maximum Weight of a Grade 13

 Minimum/Maximum Grade Reported 14

 Calculation of Semester Average 14

 Calculation of Yearlong Average for Middle and High School Courses 14

High School GPA & Rank 15

 Class Rank 15

 Exceptions for Class Rank 15

 Weighted Grade Point Average Scale 15

Calculating Grade Point Average	15
<i>Class Rank GPA Multiplier Chart for Students Entering 9th Grade Prior to 2014</i>	16
<i>Class Rank GPA Multiplier Chart for Students Entering 9th Grade in 2014 and After</i> ...	17
High School Graduation Requirements.....	18
Testing Requirements for Graduation.....	16
Requirements for a Diploma for a Student Enrolled in High School Prior to the 2014-15	
School Year	18
Minimum, Recommended, and Advanced/Distinguished Achievement Graduation	
Programs	18
Advanced Measures for the Distinguished Achievement Graduation Program.....	20
Requirements for a Diploma Beginning with the 2014-15 School Year	21
Foundation Graduation Program	21
<i>Personal Graduation Plans for Students Under the Foundation Graduation Program</i> ...	23
Program of Studies for Students on the Foundation.....	23
Other Graduation and Commencement Information	24
Available Course Options for All Graduation Programs.....	24
Certificates of Coursework Completion	24
Students with Disabilities	24
Preparation for Graduation	24
<i>Commencement Activities</i>	25
Graduation Speakers.....	25
<i>Conduct Required for Graduation Speeches</i>	25
Graduation Expenses	25
Scholarships and Grants	25
Local Graduation Honors.....	26
Valedictorian and Salutatorian	26
<i>Breaking a Tie for Valedictorian and Salutatorian</i>	26
Early Graduates	26

Lago Vista ISD Grading Guidelines Contacts

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Grades PK-4*

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Grades 5-8*

Heather Stoner

*High School Principal
Grades 9-12*

LVISD Philosophy of Grading

At LVISD, our goal is to ensure that students have opportunities to demonstrate mastery of content, while also showing an acceptance of responsibility and ownership for his/her grades. We strongly believe that students must learn responsibility and the importance of having a solid work ethic. We believe the purpose of grades is to provide students and parents with feedback on mastery of content and to document academic progress. Hence, our classroom teachers assign grades that reflect a student's mastery of the state standards as closely as possible.

Communication with Parents

We value maintaining clear communication with parents regarding student academic progress. Grades and alerts are readily available to parents online through txConnect. Teachers also provide information regarding assignment due dates on their teacher websites. Information about the availability of grade reports will be communicated via our parent communication system, Parentlink. Please ensure that we have your correct email and cell phone number (for SMS messaging). Corrections should be made with the campus registrar.

Parents with concerns about their student's grades are encouraged to contact the teacher directly. Due to high volumes of emails around progress report and report card times, please note that teachers may not be able to immediately respond to all individual emails. In addition to e-mail communication, parents are encouraged to schedule a parent-teacher conference to discuss grade concerns. Teacher conference times are listed on their websites.

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).

Parent Conferences

In addition to conferences scheduled on the campus calendar, a teacher or parent may request conferences, as needed. [See Policy EIA(LOCAL)]

District Grading Information

Grading Policy

The District shall adopt a grading policy, including provisions for the assignment of grades on class assignments and examinations, before each school year. The District grading policy:

1. Must require a classroom teacher to assign a grade that reflects the student's relative mastery of an assignment;
2. May not require a classroom teacher to assign a minimum grade for an assignment without regard to the student's quality of work; and
3. May allow a student a reasonable opportunity to make up or redo a class assignment or examination for which the student received a failing grade. [See Policy EIA(LEGAL)]

Finality of a Grade

An examination or course grade issued by a classroom teacher is final and may not be changed unless the grade is arbitrary, erroneous, or not consistent with the District grading policy applicable to the grade, as determined by the Board. A determination by the Board is not subject to appeal. [See Policy EIA(LEGAL)]

Grading and Reflection of Mastery of Texas Essential Knowledge and Skills

The District shall establish instructional objectives that relate to the essential knowledge and skills for grade-level subjects or courses. These objectives shall address the skills needed for successful performance in the next grade or next course in a sequence of courses. Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that each student's performance indicates the level of mastery of the designated District objectives. [See Policy EIA(LOCAL)]

Examinations for Acceleration or Course Credit

If a student in grades 1–12 wishes to accelerate to the next grade level or earn course credit without having received prior instruction in the grade level or course, the District shall offer opportunities in accordance with state law and State Board rules for the student to take a Board-approved examination for this purpose. [See Policy EHDC(LOCAL)]

Board policy requires that examinations be offered during the following windows: January 1 and March 31, April 1 and June 30, July 1 and September 30, and October 1 and December 31. Request to sit for an examination for acceleration or course credit shall be made in writing to the campus counselor by the deadline. Examination dates and request deadlines for 2014-2015 are below.

Request Deadline

October 17, 2014
December 12, 2014
March 13, 2015
May 29, 2015

Test Date

November 21, 2014
January 9, 2015
April 17, 2015
August 14, 2015

Academic Dishonesty

A student found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students. [See Policy EIA(LOCAL)]

LVISD's Online Gradebook: txConnect

Lago Vista ISD utilizes a web portal, txConnect, which allows parents and students to view grades and attendance online. LVISD is committed to providing parents with the information they need to be engaged in their child's education, because research has shown that students tend to perform better in school when their parents are actively involved in their learning. The txConnect program will be the most comprehensive source for information regarding your child's academic progress.

You will need to complete a two-step process to create a new account by following these simple instructions:

Step One:

- Visit the txConnect home page: <https://txsuite.esc13.net/tc227912/Login.aspx>
- On the txConnect home page, click on "New txConnect User".
- You will need your child(ren)'s student portal ID Number in order to complete the process. Portal IDs may be obtained from your campus registrar.

Step Two:

- On the summary page click on the blue "settings" button.
- Click on the "register" button. If you receive an error message regarding your email address, please contact your campus registrar.
- Once you have successfully entered your email address and entered the code sent to your email, check the "request electronic report cards and IPR"

Once you have successfully created an account, txConnect will keep you informed of your child's performance by automatically alerting you of unexcused absences and failing averages or assignment grades. You will receive these alert notifications with the email address you provided when you set up your account. You may also customize alerts to your own specifications.

txConnect Mobile App

Our online gradebook, txConnect, is also available as a mobile application that can be used to access student data from most mobile devices. The application displays data that is available from the txConnect Web site; however, the pages were reformatted for use in a smart phone environment. The online registration component of txConnect is also available from the mobile application.

An eight-minute video tutorial on the txConnect mobile app is available here:

http://youtu.be/HnUB_qThP6E

This Overview and Orientation video provides step-by-step instructions for using the txConnect mobile app, including getting started, logging in, navigation, adding students, viewing student data, setting alerts, and reading alert messages.

Progress Reports

Progress reports and report cards are available in electronic format. Parents may view and print their child(ren)'s interim progress reports and report cards by using txConnect, rather than receiving paper copies. Parents will be notified as soon as the interim progress reports and report cards are available in txConnect. These reports will be replaced every grading period when new reports are produced. The grade reports on txConnect are identical to what is available on the campus. The report card or unsatisfactory progress report will indicate whether tutorials are required for a student who receives a grade lower than 70 in a class or subject.

Parents will be notified of progress report grades through our parent communication system, Parentlink. Progress report dates are also posted on the district calendar. When grades are posted, parents will receive an electronic notification alerting them to log into txConnect to check grades. Due to advances in technology that give parents real-time access to their student's grades, progress reports are not mailed home. Parents without Internet or mobile access may obtain a paper copy of their child's progress report by contacting the front office of your child's school. If you have any questions or concerns, please contact the campus registrar.

For more information on progress reports, see policy EIE(LEGAL).

Elementary Progress Reports (Grades PK-4)

Progress reports for elementary students are posted in three-week increments.

Secondary Progress Reports (Grades 5-12)

Progress reports for middle and high school students are posted in three-week increments. This timeline meets requirements for eligibility reports for the University Interscholastic League (UIL).

Promotion & Retention

Standards of Mastery for Promotion

Promotion and course credit shall be based on mastery of the curriculum. Expectations and standards for promotion shall be established for each grade level, content area, and course and shall be coordinated with compensatory, intensive, and/or accelerated services. [See Policy EHBC] The District shall comply with applicable state and federal requirements when determining methods for students with disabilities [see Policy FB] or students who are English language learners [see Policy EHBE and EKBA] to demonstrate mastery of the curriculum.

In addition to the factors in law that must be considered for promotion, mastery shall be determined as follows:

1. Course assignments and unit evaluation shall be used to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.
2. Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit or final exams or may be administered separately. Mastery of at least 70 percent of the objectives shall be required. [See Policy EIE(LOCAL)]

Attendance

To gain credit for a course, a student must be in attendance for 90% of the days the class is offered. When a student's attendance drops below 90 percent but remains at least at 75 percent of the days the class is offered, the student may earn credit for the class or a final grade by completing a plan approved by the principal. This plan must provide for the student to meet the instructional requirements of the class as determined by the principal.

If the student fails to successfully complete the plan, or when a student's attendance drops below 75 percent of the days the class is offered, the student, parent, or representative may request award of credit or a final grade by submitting a written petition to the appropriate attendance committee. Petitions for credit or a final grade may be filed at any time the student receives notice but, in any event, no later than 30 days after the last day of classes.

The attendance committee shall review the student's entire attendance record and the reasons for absences and shall determine whether to award credit or a final grade. The committee may also, whether a petition is filed or not, review the records of all students whose attendance drops below 90 percent of the days the class is offered.

Students who have lost credit or have not received a final grade because of excessive absences may regain credit or be awarded a final grade by fulfilling the requirements established by the attendance committee. [See Policy FEC(LOCAL)]

Required Proficiency on State Assessments in Grades 5 and 8

In addition to the District's local standards for mastery and promotion, students in grades 5 and 8 must meet the passing standard on the applicable state-mandated assessments in reading and mathematics to be promoted to the next grade level. This requirement does not apply if a student will be assessed in reading or mathematics above his or her enrolled grade level. [See Policy EIE(LOCAL)]

Promotion in Grades 1-8

In grades 1–8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in language arts and mathematics. [See Policy EIE(LOCAL)]

Promotion in Grades 9-12

Grade-level advancement for students in grades 9–12 shall be earned by course credits. [See Policy EIE(LOCAL)]

Personal Graduation Plans

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

Standards for Promotion Upon Appeal

If a parent initiates an appeal of his or her child's retention following the student's failure to demonstrate proficiency after the third testing opportunity, the Grade Placement Committee (GPC) shall review all facts and circumstances in accordance with law.

The student shall not be promoted unless:

1. All members of the GPC agree that the student is likely to perform on grade level if given additional accelerated instruction during the following school year in accordance with the educational plan developed by the GPC; and
2. The student has completed required accelerated instruction in the subject area for which the student failed to demonstrate proficiency.

Whether the GPC decides to promote or to retain a student in this manner, the committee shall determine an accelerated instruction plan for the student for the following school year, providing for interim reports to the student's parent and opportunities for the parent to consult with the teacher or principal as needed. The principal or designee shall monitor the student's progress during the following school year to ensure that he or she is progressing in accordance with the plan. [See Policy EIE(LOCAL)]

Retention of Transfer Students

When a student transfers into the District having failed to demonstrate proficiency on applicable assessment instruments after two testing opportunities, a GPC shall convene for that student. The GPC shall review any available records of decisions regarding testing and accelerated instruction from the previous district and determine an accelerated instruction plan for the student.

When a student transfers into the District having failed to demonstrate proficiency after three testing opportunities, the parent may initiate an appeal for promotion. If a parent initiates an appeal for promotion, the GPC shall review any available records of decisions regarding testing, accelerated instruction, retention, or promotion from the previous district and issue a decision in accordance with the District's standards for promotion. [See Policy EIE(LOCAL)]

Assignment of Retained Students

A student not promoted to the next grade level shall remain at the same campus or shall be assigned to a similar campus setting. [See Policy Policy EIE(LOCAL)]

Elementary Grading Guidelines

Grades should reflect a student's mastery of the academic standards for each grading period as outlined and specified in the district curriculum.

Number of Grades

A teacher should have a sufficient quantity and variety of assessments during the grading period to accurately reflect a student's progress toward mastery of the learning standards. Ongoing formative assessments are recorded in a grade book or documented in an assessment binder/portfolio. The final summative grade for the 9 weeks will be recorded on the report card. The number of summative grades will vary depending upon the number of standards taught during the grading period.

Grades are to be recorded or documented in a grade book and/or assessment portfolio/binder in a timely manner, no later than 5 instructional days from the date of the assessment.

Grades PK-1

Summative 9 weeks grades are based on the PK-1 grading rubric and reflect each student's mastery of the standard at the end of the nine weeks.

- The standard expectations are increased each 9 weeks; therefore, the final summative grade in the 2nd 9 weeks should reflect the child's academic progress for first semester, and the final summative grade in the 4th nine weeks should reflect the child's mastery of the standards at the end of the year.
- Appropriate assessments used in prekindergarten and kindergarten might include anecdotal notes, observations, checklists, performance indicators, end-of-unit assessments, word lists, reading records, etc.
- All assignments are equally weighted and are graded on a rubric:
 - Performance Level 4 - Understandings go beyond grade level expectation
 - Performance Level 3 - Exhibits mastery of grade level skill/concept
 - Performance Level 2 - Exhibits skill/concept with minimal guidance
 - Performance Level 1 - Exhibits skill/concept with direct guidance/assistance

Grades 2-3

All numeric averages reported on progress reports and report cards will be determined using a percentage grading system.

Grades 2-3 (*Writing/Reading/Spelling/Math*)

- Major Grades = 15% - minimum of 1 required per 9 weeks
- Daily Grades = 85% - minimum of 9 required per 9 weeks

Grades 2-3 (*Science & Social Studies*)

- Major Grades = 15% - minimum of 1 required per 9 weeks
- Daily Grades = 85% - minimum of 5 required per 9 weeks

Grade 4

All numeric averages reported on progress reports and report cards will be determined using a percentage grading system.

Grade 4 (Writing/Reading/Spelling/Math)

- Major Grades = 20% - minimum of 1 required per 9 weeks
- Daily Grades = 80% - minimum of 9 required per 9 weeks

Grade 4 (Science & Social Studies)

- Major Grades = 20% - minimum of 1 required per 9 weeks
- Daily Grades = 80% - minimum of 5 required per 9 weeks

**Please note: The above recommendations represent the minimum requirements, and teachers may provide additional assessments and assignments at their discretion.*

Maximum Weight of a Grade

When calculating a nine-week average, no single assignment/assessment grade may count more than 20% of the total average, regardless of the grade category. It should be noted, however, that some major projects may comprise more than one assignment. Calculated averages reported on progress reports or report cards may not exceed 100%.

Maximum/Minimum Grade Reported

Grades for assignments will be based on mastery. A minimum grade of 70 is required for passing.

Extra Credit

- All extra credit is to be academic.
- The intent of extra credit is for enrichment, not to gain mastery of the TEKS.
- Extra credit may be offered at the discretion of the teacher.
- If extra credit is offered, it must be offered to all students in the class.
- Extra credit will not cause an excessive financial burden on the student or be given for bringing in basic school supplies.
- Extra credit awarded will not account for more than 1% of the six-week average, and the final average cannot exceed 100%.

Middle and High School Grading Guidelines

Make-Up Work

Students are expected to make up assignments and tests after absences. **Students are responsible for obtaining and completing make-up work.**

1. A student will be given three calendar days for each day of absence to make up missed assignments. In cases of prolonged absence, other arrangements may be made with principal approval.
2. If a student does not complete the work assigned after the allotted number of days has passed, the student will receive a zero for the assignment. The student will not be permitted to re-do daily assignments or homework for which he/she receives a zero.
3. Students who miss work due to a school-sponsored event (such as UIL athletics and academic competitions) are expected to contact teachers *ahead of time* to make arrangements for receiving and completing missed work.

Students will be permitted to make up tests and to turn in projects missed because of an absence. Teachers may assign a late penalty to any long-term project in accordance with timelines previously communicated to students.

Late Work

Students are expected to submit work on time, unless other arrangements have been made. If a student misses a class, but is in school that day, the assignment is due that day. All late work will be assessed a grade penalty.

1. Work that is one day late will be evaluated on the basis of 80% of its value.
2. Work that is two days late will be evaluated on the basis of 50% of its value.
3. Assignments received three days late or after, but prior to the summative assessment covering the content of the assignment, will receive 50% of its value.
4. Assignments received three days late or more and after the summative assessment covering the content of the assignment, will receive a zero. Late assignments received after the third day are not eligible to be redone.

Re-do/Re-test Policy

We encourage students to use feedback provided by grades by reflecting on their mistakes and using it to improve their understanding of concepts being assessed. Please understand that the re-do/re-test option is not a free pass for students not to study or to turn in carelessly completed work. In order for a student to have this opportunity, they must do something to show the teacher that they are committed to improving their performance. This might include additional time with the teacher, extra practice assignments, or making corrections on previously completed work. A student may earn up to an 80% on a re-test or re-do of an assignment. Students may not redo daily grades for which they received a zero.

Daily Grades

1. Students who receive a 79% or lower on a daily assignment will have **one** opportunity to re-do an equivalent assignment, as determined by the teacher, for a maximum grade of 79%. Students may not re-do assignments for which they received a zero due to not completing or turning it in.
2. Students must initiate the process to re-do an assignment. Emailed requests from parents to re-do an assignment will not be accepted.
3. **Students must complete the “re-do” assignment in the calendar week after the failing grade was earned.** (For example, whether a student earns a failing grade on Tuesday or

Friday, they must complete the re-test by the end of the following week. This is the case, even in the event of “short” weeks containing fewer than 5 days.)

4. Assignments may be given as a home assignment or redone at school. The teacher will determine which option is most appropriate for each assignment.
5. A student may earn up to a 79% on their re-do of the assignment.
6. A student may not earn a grade lower than the original grade.

Test Grades

1. Students who receive a 79% or lower on a test have **one** opportunity to re-test after completing a mandatory tutorial or alternative study assignment provided by the teacher.
2. Students must initiate the process to re-test. Emailed requests to re-test will not be accepted.
3. **Students must complete both the tutorial and re-test in the calendar week after the failing grade was returned to the student.** For example, whether a student earns a failing grade on Tuesday or Friday, they must complete the re-test by the end of the following week. This is the case, even in the event of “short” weeks containing fewer than 5 days.)
4. **It is up to the student to arrange a time to attend a tutorial and to re-test.** Teacher tutorial times are published on their websites. Teachers may schedule other times at their convenience.
5. The teacher will determine the best format for re-testing (a new assessment, test corrections with written justifications, an essay, etc.).
6. A student may earn up to a 79% on a re-test.
7. The student may not earn a grade lower than the original grade.
8. Semester exams are summative assessments and are not eligible for re-testing. Seniors who are passing a class for the year prior to the final exam may be allowed to retake the final exam if their grade on the final causes them not to earn credit for the class for the year. The senior student may earn up to a 70% on this final examination retest.

Weight of Grades

All nine-week averages shall be calculated on a percentage system for each type (category) of assignment.

Middle School (Grade 5)

- Daily = 5% - minimum of 4 required per 9 weeks
- Formative Assessment = 55% - minimum of 3 required per 9 weeks
- Major Grades = 40% - minimum of 3 required per 9 weeks

Middle School (Grades 6-8)

- Daily = 25% - minimum of 4 required per 9 weeks
- Formative Assessment = 35% - minimum of 3 required per 9 weeks
- Major Grades = 40% - minimum of 3 required per 9 weeks

High School (Grades 9-12)

- Daily = 20% - minimum of 6 required per 9 weeks
- Formative Assessment = 35% - minimum of 7 required per 9 weeks
- Major Grades = 45% - minimum of 3 required per 9 weeks

Please note: The above recommendations represent the minimum requirements, and teachers may provide additional assessments and assignments at their discretion.

Major Grades

Major grades include authentic assessments of learning objectives, examinations/tests, projects, labs, research papers, compositions, and other similar assignments. Middle school students taking high school credit courses will be graded on those major assignments based on the weight assigned at the high school. Major grades may not be dropped.

Formative Assessments

Formative assessments are short assessments, intended to take no more than 20 minutes to complete, that are designed to evaluate a student's level of understanding and progress towards instructional objectives. These types of assessments do not have to be scheduled in advance.

Daily Grades

Daily grades include class work, notebooks, labs, homework and other similar assignments. Middle school students taking high school credit courses will be graded on those assignments based on the weight assigned at the high school.

Science Labs

Laboratory work varies greatly based on the student learning objectives from simple discovery activities to full inquiry projects. Accordingly, labs will be graded under the category (daily, quiz, major) that is most appropriate for the level of rigor required.

Semester/Final Exams

Semester/final exams are administered in all secondary courses at the end of the fall and spring semesters. Semester/final exams must be representative of the work of all prior instruction. Any exceptions to this policy for the administration of Semester/final exams must be made with principal approval.

Teachers may only administer a semester exam on the scheduled date at the scheduled time. Semester examinations will NOT be administered early. If a student is unable to attend on the date of an exam, he/she will need to make arrangements with the campus principal to take a make-up examination.

Extra Credit

- All extra credit is to be academic and relevant to the course.
- The intent of extra credit is for enrichment, not to gain mastery of the TEKS.
- Extra credit may be offered at the discretion of the teacher.
- If extra credit is offered, it must be offered to all students in the class.
- Extra credit will not cause an excessive financial burden on the student or be given for bringing in basic school supplies.
- Extra credit may not increase a student's overall grade in a grading period by more than 1 percentage point.

Advanced Studies Grading System for High School

Advanced Placement and Dual Credit Courses may require an alternate grading system due to the rigor of the course and the established requirements as noted through Dual Credit articulation agreements or College Board approved syllabi. Guidelines for maximum grade weights, minimum/maximum grade reported, calculation of semester average, and calculation of yearlong average apply for advanced studies courses.

Maximum Weight of a Grade

When calculating a nine-week average, no single assignment/assessment grade may count more than 20% of the total average regardless of the grade category. It should be noted, however, that some major projects may comprise more than one assignment. Calculated averages reported on progress reports or report cards may not exceed 100%.

Minimum/Maximum Grade Reported

Grades for assignments will be based on relative mastery. Teachers are not required to give a minimum grade on an assignment that does not reflect the quality of the student's work. The teacher will record in their grade book actual grades earned by the student. The actual grade earned on any assignment may exceed 100%; however, the calculated average on a progress report and/or report card may not exceed 100%.

Calculation of Semester Average

All secondary courses will calculate and report a semester average. Calculated averages reported on progress reports or report cards may not exceed 100%. Grades recorded in a grade book represent a confidential record for assessment of student performance

1st Semester Grade: The semester average is determined using the nine-week averages and the semester/final exam.

- 1st Nine-Week Average = 40%
- 2nd Nine-Week Average = 40%
- Semester/Final Exam = 20%

2nd Semester Grade: The semester average is determined using the six-week averages and the final exam.

- 3rd Nine-Week Average = 40%
- 4th Nine-Week Average = 40%
- Final Exam = 20%

Calculation of Yearlong Average for Middle and High School Courses

For a two-semester course in which both semesters are completed in the same school year, the semesters will be averaged together. If the final grade averages to 70% or higher, full credit will be awarded. Half credit will be awarded each semester.

- 1st Semester = 50%
- 2nd Semester = 50%

High School Rank and GPA

Class Rank

Class ranking shall be determined by averaging all semester grades earned in grades 9–12, with the exceptions noted below. Courses taken in middle school for state graduation credit shall also be used for class rank calculation. Grades transferred from other schools shall be credited in conformity with the course descriptions approved for the established grading system.

Exceptions for Class Rank

Grades earned in band, physical education, athletics, any academic course substituted for physical education, any type of student aide elective, a pass/fail course, or any local credit course shall not be used for class rank purposes. Grades earned through credit by examination, distance learning courses, summer school, or from non-accredited schools shall not be used to calculate class rank.

[See Policy EIC(LOCAL)]

Weighted Grade Point Average Scale

The District shall use a weighted GPA scale to calculate class rank. Dual credit, AP, and Pre-AP courses shall receive extra weight. [See Policy EIC(LOCAL)]

Calculating Grade Point Average

The student's GPA is weighted and is calculated using semester grades in grades 9-12. Courses completed in middle school for which high school credit is awarded shall count in the student's GPA.

The student's GPA is cumulative and all subjects taken shall be used in computing GPA except band, physical education, athletics, grades received for service as an office aide, and "pass-fail" or local credit courses such as Academic Lab. Correspondence courses, credit by exam, advanced placement tests, and summer school courses shall not be considered in determining GPA. Dual credit courses/college courses taken on the LVHS campus shall be included in a student's GPA. Courses from non-accredited or foreign schools shall not be included in a student's GPA. Weighted categories are assigned to high school courses. This category is determined by the demands or expectations of a particular class. Some classes receive weighted grade points.

Grade Point Averages are calculated using different methodologies, depending upon when the student entered high school. Students entering 9th grade prior to 2014 will have the weighted GPA calculated using the GPA multiplier chart on page 16. Students entering 9th grade in 2014 and after will have the weighted GPA calculated using the GPA multiplier chart on page 17.

Class Rank GPA Multiplier Chart for Students Entering 9th Grade Prior to 2014

NUMERICAL GRADE	AP/Pre-AP/Dual Credit (on LVHS campus only)	REGULAR
100	6.0	5.0
99	5.9	4.9
98	5.8	4.8
97	5.7	4.7
96	5.6	4.6
95	5.5	4.5
94	5.4	4.4
93	5.3	4.3
92	5.2	4.2
91	5.1	4.1
90	5.0	4.0
89	4.9	3.9
88	4.8	3.8
87	4.7	3.7
86	4.6	3.6
85	4.5	3.5
84	4.4	3.4
83	4.3	3.3
82	4.2	3.2
81	4.1	3.1
80	4.0	3.0
79	3.9	2.9
78	3.8	2.8
77	3.7	2.7
76	3.6	2.6
75	3.5	2.5
74	3.4	2.4
73	3.3	2.3
72	3.2	2.2
71	3.1	2.1
70	3.0	2.0

Class Rank GPA Multiplier Chart for Students Entering 9th Grade in 2014 and After

Actual Grade	Unweighted GPA	1.0 – General Education	1.1 – PreAP/CP	1.2 – Dual Credit/ Concurrent	1.25 – AP
100	4.0	4.0	4.40	4.80	5.00
99	3.9	3.9	4.29	4.68	4.88
98	3.8	3.8	4.18	4.56	4.75
97	3.7	3.7	4.07	4.44	4.63
96	3.6	3.6	3.96	4.32	4.50
95	3.5	3.5	3.85	4.20	4.38
94	3.4	3.4	3.74	4.08	4.25
93	3.3	3.3	3.63	3.96	4.13
92	3.2	3.2	3.52	3.84	4.00
91	3.1	3.1	3.41	3.72	3.88
90	3.0	3.0	3.30	3.60	3.75
89	2.9	2.9	3.19	3.48	3.63
88	2.8	2.8	3.08	3.36	3.50
87	2.7	2.7	2.97	3.24	3.38
86	2.6	2.6	2.86	3.12	3.25
85	2.5	2.5	2.75	3.00	3.13
84	2.4	2.4	2.64	2.88	3.00
83	2.3	2.3	2.53	2.76	2.88
82	2.2	2.2	2.42	2.64	2.75
81	2.1	2.1	2.31	2.52	2.63
80	2.0	2.0	2.20	2.40	2.50
79	1.9	1.9	2.09	2.28	2.38
78	1.8	1.8	1.98	2.16	2.25
77	1.7	1.7	1.87	2.04	2.13
76	1.6	1.6	1.76	1.92	2.00
75	1.5	1.5	1.65	1.80	1.88
74	1.4	1.4	1.54	1.68	1.75
73	1.3	1.3	1.43	1.56	1.63
72	1.2	1.2	1.32	1.44	1.50
71	1.1	1.1	1.21	1.32	1.38
70	1.0	1.0	1.10	1.20	1.25

High School Graduation Requirements

Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on the following EOC assessments: English I, English II, Algebra I, Biology, and United States History.

A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments. State law and state rules also provide for certain scores on norm-referenced national standardized assessments to substitute for the requirement to meet satisfactory performance on an applicable EOC assessment should a student choose this option. See the school counselor for more information on the state testing requirements for graduation.

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

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

To receive a high school diploma from the District, a student who was enrolled in high school prior to the 2014–2015 school year must successfully:

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

Minimum, Recommended, and Advanced/Distinguished Achievement Graduation Programs

For students who were enrolled in high school prior to the 2014–2015 school year, the District offers the graduation programs listed in this section. Students enrolled in high school prior to the 2014–2015 school year also have the option to pursue the foundation graduation program, as described below, though LVISD discourages this practice. Students and parents wishing to pursue this option should see the campus counselor.

Also, note that permission to enroll in the Minimum Program as described in this section will be granted only if a written agreement is reached among the student, the student's parent or person standing in parental relation, and the school counselor or appropriate administrator.

In order for a student to take courses under the Minimum Program, the student must be at least 16 years of age; have completed at least two credits each in English language arts, math, science, and social studies courses that are required for graduation; or have failed grade 9 one or more times.

[See policy EIF(LEGAL).]

All students who were enrolled in high school prior to the 2014–2015 school year must meet the following credit and course requirements for graduation under the following programs:

Courses	Minimum Program <i>Number of credits</i>	Recommended Program <i>Number of credits</i>	Advanced/ Distinguished Achievement Program <i>Number of credits</i>
English/Language Arts	4	4	4
Mathematics	3	4	4
Science	2	4	4
Social Studies, including Economics	3	4	4
Physical Education*	1	1	1
Speech	0.5	0.5	0.5
Language other than English		2	3
Fine Arts	1	1	1
Locally required courses	.5 in Health 5.5 Additional	.5 in Health 1.5 Additional	.5 in Health 1.5 Additional
Electives**	1 credit Academic 6.5 credits	5.5 credits	5.5 credits
Miscellaneous			Completion of 4 Advanced Measures***
TOTAL	28 credits	28 credits	28 credits

* A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, or social studies for the required credit of physical education. The student's ARD committee, Section 504 committee, or other campus committee, as applicable, will make this determination.

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

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

Advanced Measures for Distinguished Achievement Program

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

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

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

Beginning with students who enter grade 9 in the 2014–2015 school year, as well as any currently enrolled high school student who decides to graduate under the new foundation graduation program, a student must meet the following requirements to receive a high school diploma from the District:

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

Foundation Graduation Program

Every student in a Texas public school who enters grade 9 in the 2014–2015 school year and thereafter will graduate under a new program called the “foundation graduation program.” Within the foundation graduation program are “endorsements,” which are paths of interest that include Science, Technology, Engineering, and Mathematics (STEM); Business and Industry; Public Services; Arts and Humanities; and Multidisciplinary Studies. Endorsements earned by a student will be noted on the student’s transcript and diploma.

The foundation graduation program also involves the term “distinguished level of achievement,” which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits. A personal graduation plan will be completed for each high school student. State law and rules prohibit a student from graduating solely under the foundation graduation program without an endorsement unless, after the student’s sophomore year, the student and student’s parent are advised of the specific benefits of graduating with an endorsement and submit written permission to the school counselor for the student to graduate without an endorsement. A student who anticipates graduating under the foundation graduation program without an endorsement and who wishes to attend a four-year university or college after graduation must carefully consider whether this will satisfy the admission requirements of the student’s desired college or university.

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

A student enrolled in high school prior to the 2014–2015 school year has the option of graduating under the foundation graduation program rather than the programs identified above that would otherwise be applicable to that student. See the school counselor for additional information.

The foundation graduation program requires completion of the following credits:

Course Area	Foundation Graduation Program <i>Number of credits</i>	Foundation Graduation Program with an Endorsement <i>Number of credits</i>
English/Language Arts	4	4
Mathematics	3	4*
Science	3	4
Social Studies, including Economics	3	3
Physical Education**	1	1
Language other than English***	2	2
Fine Arts	1	1
Locally required courses	.5 credit in Health .5 credit in Speech	.5 credit in Health .5 credit in Speech
Electives	5 - State-Mandated 5 - Locally Required	7 - State-Mandated 1 - Locally Required
Miscellaneous		Available Endorsements****: Science, Technology, Engineering, and Math Business and Industry Public Services Arts and Humanities Multidisciplinary
TOTAL	28 credits	28 credits

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

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

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

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

Personal Graduation Plans for Students Under The Foundation Graduation Program

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

Program of Studies for Students on the Foundation

LVHS offers endorsements in:

STEM - Computer Science
 Business & Industry - Architecture & Construction
 Business Management & Administration
 Business & Industry - Marketing
 Business & Industry - Manufacturing (Welding)
 Public Services - Health Science
 Arts & Humanities - Spanish
 Arts & Humanities - Fine Arts (Band, Art, or Theatre)

	STEM – Computer Science	Business & Industry – Architecture & Construction	Business Management & Administration	Business & Industry - Marketing	Business & Industry – Manufacturing (Welding)	Public Services – Health Science	Arts & Humanities – Spanish	Arts & Humanities – Fine Arts (Band, Art, or Theatre)
Math – 4 Credits	Algebra I Geometry Algebra II 4 th Year Math	Algebra I Geometry Algebra II Stats & Risk Mgt.	Algebra I Geometry Algebra II 4 th Year Math	Algebra I Geometry Algebra II 4 th Year Math				
Science – 4 Credits	Biology Chemistry Physics 4 th Year Science	Biology Chemistry Physics 4 th Year Science	Biology Chemistry Physics Anatomy & Phys.	Biology Chemistry Physics 4 th Year Science	Biology Chemistry Physics 4 th Year Science	Biology Chemistry Physics Anatomy & Phys.	Biology Chemistry Physics 4 th Year Science	Biology Chemistry Physics 4 th Year Science
English – 4 Credits	English I English II English III or AP English III English IV or AP English IV	English I English II English III or AP English III English IV or AP English IV	English I English II English III or AP English III English IV or AP English IV	English I English II English III or AP English III English IV or AP English IV	English I English II English III or AP English III English IV or AP English IV	English I English II English III or AP English III English IV or AP English IV	English I English II English III or AP English III English IV or AP English IV	English I English II English III or AP English III English IV or AP English IV
Social Studies – 3 Credits	World History U.S. History Government Economics	World History U.S. History Government Economics	World History U.S. History Government Economics					
Speech – .5 Credit	Communication Applications	Communication Applications	Communication Applications					
Money Matters - .5 Credit	Money Matters	Money Matters	Money Matters					
Health - .5 Credit	Health	Health	Health	Health	Health	Health	Health	Health
Fine Arts 1 Credit	Fine Arts I	Fine Arts I	Fine Arts I					
PE – 1 Credit	PE	PE	PE	PE	PE	PE	PE	PE
LOTE – 2 Credits	Spanish I Spanish II	Spanish I Spanish II or Comp. Sci. I Comp. Sci. II	Spanish I Spanish II or Comp. Sci. I Comp. Sci. II	Spanish I Spanish II or Comp. Sci. I Comp. Sci. II	Spanish I Spanish II or Comp. Sci. I Comp. Sci. II	Spanish I Spanish II or Comp. Sci. I Comp. Sci. II	Spanish I Spanish II	Spanish I Spanish II or
Electives	Comp. Sci. I Comp. Sci. II Comp. Sci. III AP Computer Sci. Elective Credits	Construction Tech. Adv. Construction Tech (2 credits) Elective Credits	BIM I BIM II Elective Credits	Sports &Ent. Marketing Marketing Dynamics (2 credits) Elective Credits	Welding Advanced Welding (2 credits) Elective Credits	Health Science Medical Micro (.5 credit) Pathophysiology (.5 credit) Elective Credits	Spanish III Spanish IV Elective Credits	Fine Arts II Fine Arts III (or I) Fine Arts IV (or II) Elective Credits
Total LVHS Requires 28 Credits	28 Credits	28 Credits	28 Credits	28 Credits	28 Credits	28 Credits	28 Credits	28 Credits
Coherent Sequence (4 credits)	Comp. Sci. I Comp. Sci. II Comp. Sci. III AP Computer Sci.	Stats & Risk. Mgt. Construction Tech. Adv. Construction Tech (2 credits)	Anatomy & Phys. Stats & Risk Mgt. BIM I BIM II	Stats & Risk Mgt. Sports &Ent. Marketing Marketing Dynamics (2 credits)	Stats & Risk Mgt. Welding Advanced Welding (2 credits)	Health Science Medical Micro (.5 credit) Pathophysiology (.5 credit) Anatomy & Phys. Stats & Risk Mgt.	Spanish I Spanish II Spanish III Spanish IV	Fine Arts I Fine Arts II Fine Arts III (or I) Fine Arts IV (or II)
	Total: 4 credits	Total: 4 credits	Total: 4 credits					

Add-On Endorsements:

- 1) STEM – Completion of Algebra II and two additional math courses for which Algebra II is a prerequisite.
- 2) STEM – Completion of Chemistry, Physics, and two additional science courses.
- 3) STEM – Completion of Algebra II, Chemistry, Physics and a sequence of three additional credits from two of the following disciplines: Computer Science, Math), or Science.
- 4) Multi-disciplinary – Completion of four credits in each of the four foundation subject areas to include English IV and Chemistry and/or Physics.
- 5) Multi-disciplinary – Completion of four credit in Advanced Placement or Dual Credit from English, math, science, social studies, economics, LOTE, or fine arts

Other Graduation & Commencement Information

Available Course Options for all Graduation Programs

Information regarding specific courses required or offered in each curriculum area will be distributed to students each spring in order to enroll in courses for the upcoming school year. Please be aware that not all courses are offered and are contingent upon student interest and availability of staff. A student who wants to take a course not offered at his or her regular campus should contact the school counselor about other alternatives.

Certificates of Coursework Completion

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

Students with Disabilities

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

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

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

If a student receiving special education services is scheduled to graduate under the Minimum Program or in accordance with the provisions of his or her IEP, the student's ARD committee will determine whether the general EOC assessment is an accurate measure of the student's achievement and progress and, if so, whether successful performance is required for graduation, or whether an alternative assessment is more appropriate. STAAR Alternate is the alternative assessment currently allowed by the state. ARD committees for students with disabilities who receive special education services and who are subject to the foundation graduation program will make instructional and assessment decisions for these students in accordance with state law and rules.

Preparation for Graduation

Students are encouraged to meet on a regular basis with their counselor in preparing a graduation plan and checking on progress toward fulfilling the academic requirements for graduation. The ultimate responsibility for ensuring that all requirements are met rests with the student and his/her parents.

Commencement Activities

Candidates for graduation shall not participate in commencement exercises or be awarded a high school diploma until the principal certifies the student has:

1. Met the requirements for the graduation (this includes successful mastery of the state TAKS Exit Level Exam). (Note: Candidates whose work is incomplete will be given their diplomas only when it is determined that work has been satisfactorily completed. Seniors who expect to graduate after taking summer school do not participate in the graduation/commencement ceremony).
2. Met all attendance requirements.
3. Completed all disciplinary consequences. It is important to note that a student who is assigned to DAEP at any time within the last 30 days of the regular school year may not participate in the commencement ceremony.
4. Paid all financial obligations.
5. Participated in at least one LVHS graduation practice.

To qualify to give the valedictorian or salutatorian speech, a student shall not have engaged in any serious misconduct violation of the Student Code of Conduct, including but not limited to removal to DAEP, a three-day suspension, or expulsion during his or her last two semesters.

Students who have met coursework requirements for graduation but have not yet demonstrated satisfactory performance on end-of-course assessments will not be allowed to participate in graduation activities. The final awarding of a diploma will be contingent upon the student's completion of all applicable requirements for graduation.

Graduation Speakers

Certain graduating students will be given an opportunity to have speaking roles at graduation ceremonies. A student must meet local eligibility criteria, which may include requirements related to student conduct, to have a speaking role. Students eligible for speaking roles will be notified by the principal and given an opportunity to volunteer. [See FNA(LOCAL) and the Student Code of Conduct.]

Conduct Required for Graduation Speeches

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

Graduation Expenses

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

Scholarships and Grants

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

Local Graduation Honors

For the purpose of determining honors to be conferred during graduation activities, the District shall calculate class rank using grades available at the time of calculation at the end of the third nine-week grading period of the senior year. The grade for the third nine-week grading period shall be used as the semester grade for this purpose.

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

Valedictorian & Salutatorian

The valedictorian and salutatorian shall be the eligible students with the highest and second highest ranking as determined by the District's class ranking procedure described in this policy and who complete the Recommended Program or the Advanced/Distinguished Achievement Program. To be eligible, a student must also have been continuously enrolled in the District high school for the three semesters preceding graduation. [See Policy EIC(LOCAL)]

Breaking a Tie for Valedictorian & Salutatorian

In cases of a tie in weighted grade point averages (GPA) among the top two academically ranked students, the following methods shall be used to determine who shall be recognized as valedictorian:

1. The weighted GPA shall be computed to a sufficient number of decimal places until the tie is broken;
2. If a tie remains, the District shall compare the scores on college entrance examinations, provided the students have taken the same examinations;
3. If a tie remains, the District shall recognize the student who completed the most dual credit and Advanced Placement (AP) courses; and
4. If a tie remains, the student with the highest numerical grade average of all dual credit and AP courses taken shall be declared the valedictorian.

If a tie develops for salutatorian, all students who tie shall be recognized.

Early Graduates

To be eligible to graduate early, a student shall complete all coursework and exit-level testing required of the ninth grade class in which he or she begins high school. A student who completes the high school program requirements in fewer than four years shall be ranked in the class with which he or she actually graduates. Early graduates shall not be eligible for valedictorian or salutatorian honors. [See Policy EIC(LOCAL)]



Lago Vista

Independent School District

Gifted and

Talented

Elementary & Secondary

Handbook

LAGO VISTA INDEPENDENT SCHOOL DISTRICT DISTRICT PHILOSOPHY OF GIFTED EDUCATION

We believe that every student has the right to optimal development. Each person is unique; therefore we are committed to an educational program that recognizes the special value and needs of the individual student. Providing programs and materials for gifted students who perform at or show the potential for performing at a remarkable high level of accomplishment when compared to others of the same age, experience, or environment (§29.121) is an integral part of this commitment.

We believe that gifted students need a continuum of learning experiences that leads to the development of advanced level products and/or performances (§89.3 TAC). Modifications in instructional strategies, content, and the development of skills and/or products are part of the services provided. The program helps develop self-actualized learners by encouraging effective communication, guiding learners to be focused and self-directed, nurturing intrapersonal and interpersonal skills, and focusing on independent research study skills, as well as developing critical and creative thinking and problem solving skills.

The purpose of the program is to seek, identify, and provide gifted learners with experiences that develop the potential of each individual. Identified gifted students should be challenged in order to fully develop their abilities.

STATE GOAL FOR SERVICES FOR GIFTED STUDENTS

Students who participate in services designed for gifted students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that reflect individuality and creativity and are advanced in relation to students of similar age, experience, or environment. High school graduates who participated in services for gifted students will have produced products and performances of professional quality as part of their program services. (From the Texas State Plan for the Education of Gifted/Talented Students, Revised May 2009, Texas Education Agency)

DISTRICT GOALS FOR GIFTED STUDENTS

It is the goal of Lago Vista ISD to use the Texas State Plan for the Education of Gifted/Talented Students as the guide for continuous improvement of district GT services. Improvement and modifications of services include:

- Differentiated instruction and curriculum options in intellectual, creative or artistic areas, leadership, and specific academic fields;
- Opportunities for acceleration in areas of exceptional academic strength; and
- Depth and complexity as an integral part of the state/district curriculum with students creating sophisticated products and/or performance assessed by experts in the field that is the focus of the product.

ELEMENTARY GIFTED AND TALENTED

The Lago Vista Elementary GT program focuses on general intelligence and uses core subject areas of language arts, science, social studies, and mathematics as a base for developing higher level thinking skills and problem solving strategies. All of the LVISD elementary teachers have extensive training, including the 30 hour required state GT training and annual 6-hour updates. A variety of GT staff development is offered to all LVISD teachers - including nature and needs, identification and assessment of gifted students, curriculum and instruction (differentiation), social and emotional needs, and creativity.

The GT facilitator is responsible for directing and facilitating the GT program by implementing the district's identification process (including referral/screening, assessment, notification and documentation), providing differentiated instruction support for classroom teachers, providing enrichment for identified GT students, and conducting the annual GT campus program evaluation.

Kindergarten

Kindergarten students who are identified for the GT program are provided services by the campus GT facilitator starting on or before March 1st of their kindergarten year.

Elementary (1-4)

Identified gifted students are grouped together in classes with trained GT teachers at each grade level. The GT facilitator provides enrichment services and facilitates higher-level thinking skills. Appropriately challenging learning experiences related to the four (4) core academic areas (language arts, math, social studies, and science) for gifted and talented students are offered at the elementary level through a variety of instructional strategies. Examples include acceleration or compacting of grade level curriculum, in-depth critical investigations, and/or thematic units. Curriculum is differentiated in content depth and complexity, process and/or product by those involved in the instruction of identified gifted or talented students. Emphasis is placed upon activities that develop the student as a life-long learner.

SECONDARY GIFTED AND TALENTED

Middle School - Grades 5-8

6th - 8th grades – Critical Thinking Through Cultural Awareness – (GT)

This class is designed to meet specific needs of identified Gifted and Talented students. Emphasis is on intellectual exploration and the development of critical thinking and problem solving through an appreciation of cultures. An enrichment curriculum integrates core content areas and explores the process of problem solving through both independent and team-based development of advanced projects. This class incorporates aspects of communication, character development and effective use of technology/resources. Assessment is based on both product quality and process skill. Students will participate in the Texas Performance Standards Project in an area of their interest as a final product. This class is open to identified Gifted and Talented students.

Other delivery methods

Services may also be provided to GT students through GT clustering in advisory periods, during- and after-school enrichment opportunities, and Pre-Advanced Placement courses. A variety of Pre-Advanced Placement courses are offered in middle school. Pre-Advanced Placement courses offer differentiated content with more depth and complexity and are designed to prepare students for Advanced Placement courses.

High School - Grades 9-12

Independent Study Mentorship - Grades 9-12 (See course descriptions in High School Course Guide)

Distinguished Achievement Plan (For Students Entering Grade 9 Prior to 2014)

Lago Vista High School offers several options for Gifted/Talented students. Students may elect to complete a Distinguished Achievement Plan for graduation, which includes four advanced measures. Any combination of four of the following measures will apply:

- Original research/project - Gifted Students should consider the Independent Study Mentorship and work with a mentor from the community for this independent research opportunity;
- Test data – appropriate qualifying scores on The College Board Advanced Placement exam, International Baccalaureate exam, or PSAT exam;
- College course credit - Dual high school/college credit courses are offered at Lago Vista High School. For information on college credit earned from high school courses, students should contact the campus counselor.

Distinguished Level of Achievement (For Students Entering Grade in 2014 or After)

The foundation graduation program also involves the term “distinguished level of achievement,” which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits.

Pre-Advanced Placement Courses

A variety of Pre-Advanced Placement courses are offered at the secondary level. Pre-Advanced Placement courses offer differentiated content with more depth and complexity and are designed to prepare students for Advanced Placement courses. These are offered at both the Middle School and High School levels. Students may take Pre-Advanced Placement courses without being required to take Advanced Placement courses.

Advanced Placement and Dual Credit Courses

Advanced Placement and Dual Credit courses, usually taken during the junior and senior year of high school, are college level courses, receive Lago Vista ISD’s Advanced Placement Weighted Ranking. See the High School Course Guide for AP and Dual Credit course listings.

REFERRAL FOR GIFTED AND TALENTED

A student enrolled in Lago Vista ISD may be nominated for the Gifted and Talented program by:

1. a teacher, counselor or campus administrator,
2. his or her parent/guardian, or
3. another adult who has knowledge of his/her abilities,

Parents must consent to screening for GT. Referrals for screening of students in grades 1-12 will be accepted beginning the first week of school. The referral deadline for fall semester screening is October 1st for students in grades 1-12. The referral deadline for spring semester screening is February 1st for students in grades 1-12. Referrals are not needed for kindergarten. However, parents will be asked for written consent to screen kindergarten students. All kindergarten students with parent consent are screened in January. Parents will be notified of results after testing is completed. All placement decisions will be made by a committee of GT educators as required by the Texas State Plan (§89.2(1) TAC). Services for identified students will begin the following semester for students in grade 1-12 and on or before March 1st for kindergarten students.

IDENTIFICATION PROCEDURES

The formal identification process for the elementary Gifted and Talented program occurs in the fall and spring semesters for students in grade 1-12 and in January for students in kindergarten. Students may be screened for the LVISD Gifted and Talented program only once within a 12-month period.

Assessments in the areas of intellectual and academic fields with a minimum of two criteria are used. Students must qualify using at least one qualitative AND one quantitative measure from the list below. A combination of the following may be used during the identification process.

Quantitative measures

Naglieri Nonverbal Abilities Test (NNAT 2) –
Cognitive Abilities Test (CogAT)

Qualitative measures

Traits, Aptitudes, and Behaviors Rating Scale (TABs)
Kingore Observation Inventory (KOI)

Assessment data is reviewed and analyzed. The GT committee recommends appropriate educational placements. Parents/guardians will be notified of the committee's decision. Parents/guardians of all qualifying students must give written consent for their child to participate in the GT program. Parents of non-qualifying students may request a conference to review the testing results. If the parents or guardians question the decision of the District GT committee, they may initiate the appeal process. All appeals will go to the district Director of Curriculum & Instruction.

In the case of transfer students, the GT Committee will review identification and will accept identification using results from other current, comparable tests.

Students in the LVISD Gifted and Talented program are identified as General Academic ability students.

GIFTED and TALENTED PROGRAM POLICIES

Appeal Process

A parent/guardian or student may appeal the final placement decision. The appeal must be made in writing within 30 days of the notification of placement or non-placement in the GT program.

The appeal should be directed to the Director of Curriculum & Instruction. The district's GT Committee will re-evaluate all testing information/processes, examine additional information provided by the student and/or parents, make a decision concerning the student's qualification for gifted services, and inform the parent/guardian of this decision in writing. Any subsequent appeals shall be made in accordance with Board Policy FNG (LOCAL).

Transfer Students

Parents are responsible for providing the campus with documentation of prior GT program placement. Based on a review of such documentation, transfer students who have been identified for a GT program in another district will be considered for entry into the LVISD GT program. The GT Committee will review identification data from the former school district. Additional assessment may be required. See Board Policy EHBB (LEGAL/LOCAL).

Furlough

Furloughs from GT services are intended to help students who need a temporary break from the GT program, not to remove non-performing students. The GT Committee may grant a furlough when it is deemed to be in the best interest of the student. A furlough may not exceed one academic year. At the end of the furlough period, the student may reenter the gifted program, be placed on another furlough, or be exited from the program. See Board Policy EHBB (LOCAL).

Professional Development

All teachers of gifted and talented students have completed an initial thirty hours of prescribed professional development including nature and needs of the gifted student, assessment training, and curriculum and instruction for gifted students which includes differentiation and creativity strategies. Teachers also receive six hours of yearly update training. Administrators and counselors are also required to have at least six hours of administrative training in nature and needs; identification and assessment; curriculum and instruction; and program options for gifted and talented students.

All LVISD classroom teachers are provided opportunities to participate in trainings in a variety of settings such as district workshops, online programs, state level conferences, or workshops offered by the Education Service Centers, the Texas Association for the Gifted and Talented, and/or the College Board. Teachers are responsible for implementing their training in the classroom to meet gifted students' needs.

Family – Community Involvement

The District recognizes the vital importance of parent/guardian support and community involvement to the success and growth of the Gifted and Talented Program. In accordance with the recommendation in the *Texas State Plan for the Education of Gifted/Talented Students*, the District will provide an elementary orientation meeting for all parent/guardians of identified gifted students. This orientation meeting will be held in the fall.

Community volunteers are encouraged to share their expertise by presenting lectures/demonstrations on various topics related to the themes studied in each grade or as mentors to students who are involved in independent study in an area of special interest.

Support and assistance in GT program planning and improvement is encouraged through the campus educational improvement committee. Parents/guardians provide valuable feedback on program effectiveness through discussions and/or campus and district surveys.

CURRICULUM

The curriculum and instructional needs of gifted students are met by modifying the depth, complexity, and pacing of the academic content, learning processes, and evaluation products relevant to the general school program. This modification is accomplished through a differentiated, academically enriched learning environment, as well as through instructional methods and materials that encourage independent scholarship. The following are principles of differentiation that came from the National Leadership Training Institute on the Gifted and Talented and continue to be the basis for differentiated experiences.

1. Present content that is related to broad base issues, problems, or themes.
2. Integrate multiple disciplines into an area of study.
3. Present comprehensive, reinforcing, mutually related experiences within an area of study.
4. Allow for the in-depth learning of a self-selected topic.
5. Develop independent or self-directed study skills.
6. Develop research skills and methods.
7. Focus on open-ended tasks.
8. Develop productive, complex, abstract, and/or higher level thinking skills.
9. Integrate basic and higher level thinking skills within the curriculum.
10. Encourage the development of self-understanding, i.e., recognizing and using one's abilities, becoming self-directed, appreciating likenesses and differences between oneself and others.
11. Encourage the development of products that challenge existing ideas and produce new ones.
12. Encourage the development of products that use new techniques, materials, and forms.
13. Evaluate student outcomes by using appropriate and specific criteria through self-appraisal, criterion referenced and/or standardized instruments.

The principles of differentiation fall into three categories: content, process, and product. The content items are the first four principles and deal with what students are taught. The process items are the next five and include how students obtain skills and develop thinking. The final four principles are product items. Products are the ways in which students demonstrate learning and how we communicate what we have learned.

Lago Vista Independent School District High School Independent Study Mentorship Elective Frequently Asked Questions (FAQ)

1. What is the Independent Study Mentorship (ISM) Elective Course?

The ISM course is based on the Exit Level Texas Performance Standards Project and offers a non-traditional learning experience to those gifted and/or high achieving students who have the ability to create innovative products. The course provides students the opportunity to explore an area of personal talent and interest at levels of depth and complexity comparable to those experienced by professionals in the field of study.

2. What is an advanced measure?

Advanced measures are those items that meet the two standards included in TAC§74.13(a)(3): they reflect student performance at a college or professional level and are assessed by external evaluators. Students who entered high school prior to 2014, fulfill specific course requirements and who successfully complete four (4) advanced measures qualify to graduate under the Distinguished Achievement Program.

3. What does it mean when a student meets Exit Level criteria?

Exit Level criteria are the scoring criteria established by Texas Education Agency (TEA) for high school credit and advanced measures under the Independent Study Mentorship course. The nine (9) scoring dimensions include:

- Knowledge and skills
- Innovation and application
- Analysis and synthesis
- Ethics/unanswered questions
- Multiple perspectives
- Methodology and use of resources
- Communication
- Relevance and significance
- Professional quality

The Exit Level criteria form the basis of the Scoring Scale that is used to evaluate (1) the student's learning process, (2) his/her effective communication, and (3) his/her final product. A student must earn a minimum score of 2 in each of the areas—process, communication, and product—in order to receive high school credit and an advanced measure. See TEA:

<http://www.texaspsp.org/resources/ExitGuidePrintVersion.pdf>

4. What are the required project components?

A project consists of the long-term development of a question or idea that is significant to professionals in the student's specified field of study. Grounded in the content of the TEKS, the project allows students to develop an important content area question or idea in depth, but it does not necessarily reflect broad content knowledge of the field. Additionally, the project will demonstrate the use of sophisticated and advanced research methods and the use of technology appropriate to the field of study. The project results in learning that is demonstrated through products appropriately to and comparable in quality to those of a professional who works in the field of study. A project consists of:

- a product
- an abstract
- a process record
- a presentation
- a question-and-answer session

The selection of the format of the product must convey the knowledge and skills learned in the project. The product is the focus of the scoring process. The culmination of the student's comprehensive study must exhibit mastery of content and thinking skills. Developing the final product is the focus of the student's learning process. When submitting a project for scoring, the student should include an abstract that summarizes the project. The abstract includes:

- the title of the project
- the purpose or goals of the student's project
- a description of the student's product
- a brief description of the project's relation to the TEKS

Along with the product, each student submits a process record that documents the student's learning advancement. The process record enables a reviewer to follow the student's learning throughout the project. Each student also submits a video of a public presentation consisting of a brief explanation of the project and a question-and-answer session with an audience. The teacher/facilitator may have additional requirements.

5. Who determines whether or not a project is successful and meets the standard for high school credit and an advanced measure?

Every Independent Study project will be reviewed and scored by a panel consisting of:

- a counselor
- a campus administrator
- a high school teacher in the content area
- a district-level administrator
- a GT Teacher

6. What happens if a student completes the project but the project does not meet the Exit Level criteria?

Final project submission/due dates will be established far enough in advanced to allow students the opportunity to significantly revise their projects in order to meet the Exit Level criteria. If a student chooses not to revise his/her project, he/she will receive elective credit based on the quality of the work submitted. If a student does choose to revise his/her project, the timeline for revision will be established by the teacher/facilitator, and the project will be deemed "incomplete" in the interim. The timeline for revision will not exceed the end of the school year in which the project was begun.

7. How does my student enroll in the Independent Study Mentorship course?

Students who are interested in the Independent Study Mentorship course must see their counselors in order to enroll.

RESOURCES

American Association for Gifted Children at Duke University

<http://www.aagc.org>

The American Association of Gifted Children at Duke University (AAGC) is the nation's oldest advocacy organization for gifted children. Their mission is "to foster a better understanding of the needs and capabilities of gifted children, to encourage research in the field of education and nurturing of gifted children, and to accomplish and encourage other initiatives relating to the development of gifted children."

National Association for Gifted Children (NAGC)

<http://www.nagc.org>

NAGC supports and develops policies and practices that encourage and respond to the diverse expressions of gifts and talents in children and youth from all cultures, racial and ethnic backgrounds, and socioeconomic groups

National Society for the Gifted and Talented (NSGT)

<http://www.nsGT.org>

NSGT's mission is to advance the development of gifted, talented, and high potential youth, in the United States and abroad, through opportunities, advocacy, and exemplary programs and practices.

Texas Association of Gifted and Talented (TAGT)

<http://www.txgifted.org>

TAGT offers a parent affiliate membership that provides various resources to support parents.

Texas Performance Standards Project (TPSP)

<http://www.texaspsp.org/>

The TPSP provides a coherent package of standards, curriculum, and assessments for use in G/T programs from kindergarten through high school.

Texas State Plan for the Education of Gifted/Talented Students

<http://www.tea.state.tx.us/>

The State Plan provides requirements for and guidance to districts as they meet the unique needs of the gifted/talented population in Texas.

World Council for the Gifted and Talented Children, Inc.

<http://www.SENGGifted.org>

SENG's mission is about empowering families and communities in reaching goals. SENG focuses on the social and emotional needs of gifted individuals.

Program Contacts

For more information on the Gifted and Talented program in Lago Vista ISD, please contact:

Dr. Suzy Lofton

Director of Curriculum & Instruction

suzy_lofton@lagovista.txed.net

Heather Womack

Elementary GT Facilitator

heather_womack@lagovista.txed.net

Tracy Burke

Middle School GT Facilitator

tracy_burke@lagovista.txed.net

Cindy Slaughter

High School Counselor

cindy_slaughter@lagovista.txed.net

Agreement for the Purchase of Attendance Credits

This agreement is entered into pursuant to the Texas Education Code (TEC), Chapter 41, Subchapters A and D, and rules adopted by the commissioner of education as authorized by the TEC, §41.006. The purpose of this agreement is to enable the district to reduce its wealth per weighted student to a level that is not greater than the equalized wealth level as determined by the commissioner of education in accordance with the TEC, §41.002.

The school year to which this agreement applies is 2014-2015 (the “school year”).

The agreement is for LAGO VISTA INDEPENDENT SCHOOL DISTRICT (“the district”), with a county-district number of 227912, to purchase attendance credits from the state for the school year.

This agreement is subject to the approval of the voters of the district as provided by the TEC, §41.096. The board of trustees of the district agrees to submit to the commissioner of education, on request, a certified copy of the board minutes showing the canvass of the election.

Initial payments will be based on the commissioner’s estimate of the cost of each credit using the district’s projected maintenance and operations tax revenue and the estimated number of students in weighted average daily attendance for the school year (TEC, §41.093). The district agrees to make the payments in accordance with the schedule specified in the TEC, §41.094.

The actual cost of each credit will be determined by the commissioner in accordance with the TEC, §41.093, when final data on the district’s maintenance and operations tax revenue and the number of students in weighted average daily attendance for the school year are available. If that amount is less than the amount paid by the district through August 15 of the school year, the difference will be refunded. If that amount is greater than the amount paid, the district shall remit an amount equal to the difference for deposit in the state treasury to be used for the Foundation School Program.

The cost of purchased attendance credits will be reduced for county appraisal district costs. The reduction will be computed in accordance with the TEC, §41.097. If the reduction exceeds the cost for the school year, the difference will be carried forward and applied to each subsequent year’s cost until the total amount of the reduction has been exhausted.

Signature of President, Board of Trustees

Date: _____

Signature of Secretary, Board of Trustees

Date: _____



TEXAS A&M
AGRI LIFE
EXTENSION

August 11, 2014

Texas A&M AgriLife Extension, Travis County
1600-B Smith Road
Austin, Texas 78721

Mrs. Henri Gearing
Interim Superintendent, Lago Vista Independent School District
P. O. Box 4929
Labor Vista, TX 78645

Dear Mrs. Gearing:

On behalf of the 4-H members of Travis County, I hereby respectfully request that the 4-H organization, by the attached resolution, be sanctioned as an extracurricular activity. The enclosed resolution should be presented for consideration at the next scheduled meeting of the Board of Trustees of the Lago Vista Independent School District.

I further request that questions regarding this resolution be directed to me in a timely manner so that I may prepare and present an appropriate response so as not to delay action on this request.

Finally, I request that a signed copy of this resolution, along with a copy of the minutes of the Board meeting approving same, be forwarded to me for my files. Thank you and the members of your Board of Trustees for your consideration of this request.

Sincerely,

A handwritten signature in blue ink that reads "Cory Talley".

Cory Talley
County Extension Agent, 4-H & Youth Development
Texas A&M AgriLife Extension, Travis County

Enclosure: Resolution regarding extracurricular status of Travis County 4-H

**RESOLUTION
Regarding
EXTRACURRICULAR STATUS OF 4-H ORGANIZATION**

Be it hereby resolved that upon this date, the duly elected Board of Trustees of the Lago Vista Independent School District, meeting in public with a quorum present and certified, did adopt this resolution that recognizes the Travis County Texas 4-H Organization as approved for recognition and eligible for extracurricular status consideration under 19 Texas Administrative Code, Chapter 76.1, pertaining to extracurricular activities.

Participation by 4-H members under provisions of this resolution is subject to all rules and regulations set forth under 19 Texas Administrative Code, as interpreted by this Board and designated officials of this school district, whose rules shall be final.

Approved this ____ day of _____, 20__

(For Board of Trustees)

(Superintendent)

**ADJUNCT FACULTY APPOINTMENT
COUNTY REQUEST FORM**

Travis County requests adjunct staff member status for the county Extension agents for the school year 2014-2015. The following faculty are eligible for participation in the Teacher Retirement System of Texas and have a minimum of a bachelor's degree.

<u>Name:</u>	<u>Area:</u>	<u>Degree:</u>	<u>Date:</u>	<u>Institution:</u>
Cory Talley	4-H & Youth Development	Masters	2002	Texas A&M University
Julie Ansley	Agriculture	Masters	2009	Tarleton State University
Lydia Domaruk	4-H Urban Youth Development	Masters	2005	Texas A&M University
Maggie Johnson	EFNEP	Masters	2011	Texas A&M University
Daphne Richards	Horticulture	Masters	1999	Texas A&M University
Sonia Coyle	Family & Consumer Science	Masters	2002	Baylor University
Elizabeth Brown	Integrated Pest Management	Masters	1999	Texas A&M University
Nathan Tucker	4-H - CEP	Masters	2008	San Francisco State University

ADJUNCT FACULTY AGREEMENT

THE STATE OF TEXAS
COUNTY OF TRAVIS

On this date, at a regularly scheduled and posted meeting, came the Board of Trustees of the Lago Vista Independent School District, hereinafter referred to as "District." A quorum having been established, the Board proceeded to consider the appointment of the herein named individuals as adjunct members of the Lago Vista Independent School District.

Upon consideration and vote of _____ in favor to _____, the herein named individuals are hereby named as adjunct faculty members of the Lago Vista Independent School District subject to the following considerations and provisions of such appointment, to wit:

1. This appointment shall commence on the first day of September, 2014 and end on the first day of June, 2015, being the end of the 2014-2015 academic year.
2. Adjunct faculty member will receive no compensation, salary, or remuneration from Lago Vista Independent School District.
3. Adjunct faculty member is and shall remain an employee, in good standing, of the Texas A&M AgriLife Extension Service.
4. Adjunct faculty member shall be under the direct supervision of either the District Extension Administrator of District 10 or the Travis County Extension Director.
5. Adjunct faculty member shall receive all group insurance benefits, workman's compensation insurance benefits, unemployment insurance, and any and all other plans for the benefit of Texas A&M AgriLife Extension Service employees. District shall have no responsibility for any of such benefits or plans.

Adjunct faculty members shall direct the activities and participation of students of the school district in sponsored and approved activities as designated from time to time by adjunct faculty members for which notice shall be given to School District administrative personnel. Adjunct faculty members' activities and participation with students of the School District are directed, supervised, and controlled by and through supervisory personnel of Texas A&M AgriLife Extension Service pursuant to the supervisory authority of the District Extension Administrator or County Extension Director. Adjunct faculty members are not employees of the School District, and School District does not nor shall not supervise, direct or control the activities and/or participation of such Travis County Extension Agent(s) who have/has been herein designated as an adjunct faculty member.

This appointment is made by the Independent School District by and through the Board of Trustees of said district for the benefit of allowing voluntary student participation in programs conducted by the Texas A&M AgriLife Extension Service in recognition of the educational benefits arising from such participation and activities and/or directed by the Texas A&M AgriLife Extension Service. This appointment is made in accordance with the provisions of Section 129.21 (k)(1) of the Texas Administrative Code authorizing the school to deem such participating students in attendance for foundation school program purposes.

Jul-14						
91.66%	13-14					
	Current Year					
REVENUES		BUDGET	ACTUAL	BALANCE	BUDGET	
57xx	LOCAL TAX REVENUES	\$ 13,032,496	\$ 12,343,442	\$ 689,054	94.71%	
58XX	STATE PROG. REVENUES	\$ 2,688,896	\$ 2,453,934	\$ 234,962	91.26%	
	TOTAL REVENUE	\$ 15,721,392	\$ 14,797,376	\$ 924,016	94.12%	
EXPENDITURES		BUDGET	ACTUAL	BALANCE	BUDGET	
11	INSTRUCTION	\$ 6,517,413	\$ 5,611,906	\$ 905,507	86.11%	iPads have not been deducted from this
12	LIBRARY	\$ 188,841	\$ 160,224	\$ 28,617	84.85%	
13	STAFF DEVELOPMENT	\$ 47,875	\$ 37,478	\$ 10,397	78.28%	
21	INST. ADMINISTRATION	\$ 228,785	\$ 145,493	\$ 83,292	63.59%	
23	SCHOOL ADMINISTRATION	\$ 782,500	\$ 711,071	\$ 71,429	90.87%	Will amend
31	GUID AND COUNSELING	\$ 392,356	\$ 317,756	\$ 74,600	80.99%	
33	HEALTH SERVICES	\$ 65,993	\$ 58,453	\$ 7,540	88.58%	
34	PUPIL TRANSP - REGULAR	\$ 351,150	\$ 348,150	\$ 3,000	99.15%	Will amend
36	CO-CURRICULAR ACT	\$ 600,033	\$ 511,472	\$ 88,561	85.24%	
41	GEN ADMINISTRATION	\$ 596,243	\$ 520,610	\$ 75,633	87.32%	
51	PLANT MAINT & OPERATION	\$ 1,087,872	\$ 974,006	\$ 113,866	89.53%	Will amend
52	SECURITY	\$ 10,250	\$ 2,340	\$ 7,910	22.83%	
53	DATA PROCESSING	\$ 220,512	\$ 219,538	\$ 974	99.56%	Will amend
61	COMMUNITY SERVICE	\$ 9,481	\$ 5,391	\$ 4,090	56.86%	
71	DEBT SERVICE	\$ 155,000	\$ 154,002	\$ 998	99.36%	
81	CONSTRUCTION	\$ 40,000	\$ 26,967	\$ 13,033	67.42%	
91	STUDENT ATTENDANCE CR	\$ 4,337,088	\$ 3,744,204	\$ 592,884	86.33%	
99	TRAVIS COUNTY APP	\$ 90,000	\$ 80,507	\$ 9,493	89.45%	
0	Transfer Out	\$ 1,500,000	\$ 1,500,000	\$ -		
	TOTAL EXPENDITURES	\$ 17,221,392	\$ 15,129,569	\$ 2,091,823	87.85%	

Jul-13						
91.66%	12-13					
	Prior Year					
REVENUES		BUDGET	ACTUAL	BALANCE	BUDGET	VARIANCE
57xx	LOCAL TAX REVENUES	\$ 13,034,900	\$ 13,039,931	\$ (5,031)	100.04%	-5.33%
58XX	STATE PROG. REVENUES	\$ 3,074,106	\$ 1,570,874	\$ 1,503,232	51.10%	40.16%
	TOTAL REVENUE	\$ 16,109,006	\$ 14,610,804	\$ 1,498,202	90.70%	3.42%
						0.00%
EXPENDITURES		BUDGET	ACTUAL	BALANCE	BUDGET	
11	INSTRUCTION	\$ 6,290,580	\$ 5,363,636	\$ 926,944	85.26%	0.84%
12	LIBRARY	\$ 168,455	\$ 150,114	\$ 18,341	89.11%	-4.27%
13	STAFF DEVELOPMENT	\$ 49,560	\$ 34,147	\$ 15,413	68.90%	9.38%
21	INST. ADMINISTRATION	\$ 172,792	\$ 152,605	\$ 20,187	88.32%	-24.72%
23	SCHOOL ADMINISTRATION	\$ 711,408	\$ 659,916	\$ 51,492	92.76%	-1.89%
31	GUID AND COUNSELING	\$ 353,943	\$ 294,637	\$ 59,306	83.24%	-2.26%
33	HEALTH SERVICES	\$ 64,593	\$ 55,471	\$ 9,122	85.88%	2.70%
34	PUPIL TRANSP - REGULAR	\$ 345,150	\$ 323,394	\$ 21,756	93.70%	5.45%
36	CO-CURRICULAR ACT	\$ 552,962	\$ 504,083	\$ 48,879	91.16%	-5.92%
41	GEN ADMINISTRATION	\$ 528,900	\$ 448,806	\$ 80,094	84.86%	2.46%
51	PLANT MAINT & OPERATION	\$ 1,032,332	\$ 826,032	\$ 206,300	80.02%	9.52%
52	SECURITY	\$ 10,250	\$ 4,791	\$ 5,459	46.74%	-23.91%
53	DATA PROCESSING	\$ 205,651	\$ 179,165	\$ 26,486	87.12%	12.44%
61	COMMUNITY SERVICE	\$ 3,000	\$ 985	\$ 2,015	32.83%	24.03%
71	DEBT SERVICE	\$ 155,000	\$ 154,002	\$ 998	99.36%	0.00%
81	CONSTRUCTION	\$ 145,000	\$ 127,822	\$ 17,178	88.15%	-20.74%
91	STUDENT ATTENDANCE CR	\$ 5,229,430	\$ 3,533,090	\$ 1,696,340	67.56%	18.77%
99	TRAVIS COUNTY APP	\$ 90,000	\$ 82,938	\$ 7,062	92.15%	-2.70%
0	Transfer Out	\$ -		\$ -		
	TOTAL EXPENDITURES	\$ 16,109,006	\$ 12,895,633	\$ 3,213,373	80.05%	7.80%

BANK STATEMENTS/INVESTMENTS												
13-14	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	Aug
General	\$ 328,443.77	\$ 100,017.62	\$ 47,642.21	\$ 73,367.59	\$ 67,642.40	\$ 61,824.94	\$ 100,071.72	\$ 86,737.99	\$ 102,478.59	\$ 105,236.94	\$ 79,863.19	
CD's SSB	\$ 1,000,000.00	\$ 1,000,000.00	\$ 1,000,000.00	\$ 1,000,000.00	\$ 1,000,000.00	\$ 1,000,000.00	\$ 1,000,000.00	\$ 1,000,000.00	\$ 1,000,000.00	\$ 1,000,000.00	\$ 1,000,000.00	\$ 1,000,000.00
Lonestar M & O	\$ 3,729,934.48	\$ 5,160,281.73	\$ 4,923,915.00	\$ 8,141,021.91	\$ 12,203,702.22	\$ 12,484,718.14	\$ 11,200,472.38	\$ 9,890,059.17	\$ 8,542,621.15	\$ 7,084,991.30	\$ 4,476,451.43	
Lonestar I&S	\$ 582,972.99	\$ 636,010.77	\$ 825,865.28	\$ 1,905,404.10	\$ 3,229,042.07	\$ 2,978,021.70	\$ 3,025,192.59	\$ 3,073,543.74	\$ 3,112,114.19	\$ 3,129,851.52	\$ 3,152,750.49	
TOTAL	\$ 5,641,351.24	\$ 6,896,310.12	\$ 6,797,422.49	\$ 11,119,793.60	\$ 16,500,386.69	\$ 16,524,564.78	\$ 15,325,736.69	\$ 14,050,340.90	\$ 12,757,213.93	\$ 11,320,079.76	\$ 8,709,065.11	
Difference		\$ 1,254,958.88	\$ (98,887.63)	\$ 4,322,371.11	\$ 5,380,593.09	\$ 24,178.09	\$ (1,198,828.09)	\$ (1,275,395.79)	\$ (1,293,126.97)	\$ (1,437,134.17)	\$ (2,611,014.65)	
INTEREST EARNED												
General	\$ 44.30	\$ 10.46	\$ 6.05	\$ 6.49	\$ 4.14	\$ 6.09	\$ 5.22	\$ 5.41	\$ 5.32	\$ 6.50	\$ 6.39	
CD'Ss SSB				\$ 1,253.42						\$ 747.95		
Lonestar M & O	\$ 367.16	\$ 639.22	\$ 639.97	\$ 780.70	\$ 1,287.51	\$ 1,239.49	\$ 1,317.33	\$ 1,224.11	\$ 1,120.54	\$ 964.62	\$ 779.47	
Lonestar I&S	\$ 74.04	\$ 76.69	\$ 92.61	\$ 158.34	\$ 322.98	\$ 308.41	\$ 335.41	\$ 353.26	\$ 378.14	\$ 382.59	\$ 379.42	
TOTAL INTEREST	\$ 485.50	\$ 726.37	\$ 738.63	\$ 2,198.95	\$ 1,614.63	\$ 1,553.99	\$ 1,657.96	\$ 1,582.78	\$ 1,504.00	\$ 2,101.66	\$ 1,165.28	
Cumulative		\$ 1,211.87	\$ 1,950.50	\$ 4,149.45	\$ 5,764.08	\$ 7,318.07	\$ 8,976.03	\$ 10,558.81	\$ 12,062.81	\$ 14,164.47	\$ 15,329.75	
12-13	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	Aug
General	\$ 201,678.54	\$ 168,652.95	\$ 296,381.32	\$ 171,462.73	\$ 159,758.86	\$ 119,596.60	\$ 204,845.08	\$ 176,090.36	\$ 246,850.78	\$ 132,334.44	\$ 94,280.82	\$ 1,407,091.06
Cap Proj	\$ 487.24	\$ 428,496.06	\$ 22,456.43	\$ 3,980.11	\$ -	Closed this account						
CD's SSB	\$ 3,000,000.00	\$ 3,000,000.00	\$ 3,000,000.00	\$ 3,000,000.00	\$ 3,000,000.00	\$ 3,000,000.00	\$ 3,000,000.00	\$ 3,000,000.00	\$ 3,000,000.00	\$ 3,000,000.00	\$ 3,000,000.00	\$ 1,000,000.00
Lonestar M & O	\$ 2,279,212.15	\$ 1,516,655.21	\$ 1,618,790.44	\$ 5,734,258.83	\$ 9,387,580.32	\$ 9,636,732.21	\$ 8,456,408.32	\$ 7,220,105.42	\$ 5,578,743.52	\$ 4,332,654.30	\$ 3,705,518.70	\$ 2,647,135.31
Lonestar I&S	\$ 626,350.25	\$ 634,522.37	\$ 769,928.11	\$ 2,050,906.28	\$ 3,369,206.83	\$ 2,562,753.89	\$ 2,630,463.03	\$ 2,681,597.48	\$ 2,714,857.17	\$ 2,736,224.93	\$ 2,745,698.19	\$ 570,640.90
TOTAL	\$ 6,107,728.18	\$ 5,748,326.59	\$ 5,707,556.30	\$ 10,960,607.95	\$ 15,916,546.01	\$ 15,319,082.70	\$ 14,291,716.43	\$ 13,077,793.26	\$ 11,540,451.47	\$ 10,201,213.67	\$ 9,545,497.71	\$ 5,624,867.27
Difference	\$ (668,510.78)	\$ (359,401.59)	\$ (40,770.29)	\$ 5,253,051.65	\$ 4,955,938.06	\$ (597,463.31)	\$ (1,027,366.27)	\$ (1,213,923.17)	\$ (1,537,341.79)	\$ (1,339,237.80)	\$ (655,715.96)	\$ (3,920,630.44)
INTEREST EARNED												
General	\$ 6.70	\$ 8.08	\$ 5.39	\$ 9.08	\$ 7.64	\$ 5.63	\$ 6.57	\$ 11.29	\$ 10.33	\$ 6.04	\$ 5.79	\$ 13.60
CD'Ss SSB			\$ 3,002.74	\$ 1,504.11		\$ 1,512.33						
Lonestar M & O	\$ 487.86	\$ 398.46	\$ 285.15	\$ 554.31	\$ 1,205.69	\$ 1,360.26	\$ 1,435.91	\$ 1,211.53	\$ 1,004.17	\$ 720.47	\$ 617.46	\$ 457.73
Lonestar I&S	\$ 118.30	\$ 120.18	\$ 119.86	\$ 218.24	\$ 428.61	\$ 408.71	\$ 406.91	\$ 407.91	\$ 406.34	\$ 393.66	\$ 412.15	\$ 217.26
TOTAL INTEREST	\$ 612.86	\$ 526.72	\$ 3,413.14	\$ 2,285.74	\$ 1,641.94	\$ 3,286.93	\$ 1,849.39	\$ 1,630.73	\$ 1,420.84	\$ 1,120.17	\$ 1,035.40	\$ 688.59
Cumulative		\$ 1,139.58	\$ 4,552.72	\$ 6,838.46	\$ 8,480.40	\$ 11,767.33	\$ 13,616.72	\$ 15,247.45	\$ 16,668.29	\$ 17,788.46	\$ 18,823.86	\$ 19,512.45

Bond 2013-2014												
13-14	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	Aug
Lonestar Construction 2012	\$ 316,620.09	\$ 316,661.12	\$ 316,700.67	\$ 316,743.28	\$ 216,777.55	\$ 216,798.23	\$ 66,806.76	\$ 66,814.49	\$ 66,822.65	\$ 66,830.84	\$ 1,566,856.09	
SSB Construction 2012	\$ 213,878.69	\$ 248,846.47	\$ 275,614.22	\$ 315,075.30	\$ 385,514.00	\$ 253,819.40	\$ 121,737.50	\$ 1,591,459.71	\$ 1,433,575.10	\$ 970,157.86	\$ 220,736.19	
Wells Fargo CDs	\$ 480,000.00	\$ 480,000.00	\$ 480,000.00	\$ -								
Wels Fargo Bonds	\$ 3,230,000.00	\$ 3,237,474.85	\$ 1,780,000.00	\$ 500,000.00	\$ 500,000.00	\$ 500,000.00	\$ 500,000.00					
Wells Fargo Money Market	\$ 3,924,265.17	\$ 2,433,768.60	\$ 2,385,963.51	\$ 2,850,586.70	\$ 2,350,665.07	\$ 1,925,732.16	\$ 1,305,812.22					
Total	\$ 8,164,763.95	\$ 6,716,751.04	\$ 5,238,278.40	\$ 3,982,405.28	\$ 3,452,956.62	\$ 2,896,349.79	\$ 1,994,356.48	\$ 1,658,274.20	\$ 1,500,397.75	\$ 1,036,988.70	\$ 1,787,592.28	
Difference month to month	\$ (1,160,141.62)	\$ (1,448,012.91)	\$ (1,478,472.64)	\$ (1,255,873.12)	\$ (529,448.66)	\$ (556,606.83)	\$ (901,993.31)	\$ (336,082.28)	\$ (157,876.45)	\$ (463,409.05)	\$ 750,603.58	
INTEREST EARNED												
L onestarConstruction 2012	\$ 40.59	\$ 41.03	\$ 39.55	\$ 42.59	\$ 34.29	\$ 20.68	\$ 8.53	\$ 7.73	\$ 8.16	\$ 8.19	\$ 25.25	
SSB Construction 2012	\$ 11.03	\$ 22.11	\$ 21.31	\$ 19.96	\$ 15.64	\$ 14.11	\$ 8.92	\$ 10.52	\$ 61.73	\$ 53.23	\$ 28.88	
Wells Fargo CDs	\$ 5,110.00											
Wels Fargo Bonds		\$ 9,503.43	\$ 2,102.50	\$ 4,523.61				\$ 9,375.00				
Wells Fargo Money Market	\$ 139.89		\$ 92.41	\$ 99.58	\$ 78.37	\$ 67.09	\$ 80.02	\$ 70.92				
Total	\$ 5,301.51	\$ 9,566.57	\$ 2,255.77	\$ 4,685.74	\$ 128.30	\$ 101.88	\$ 97.47	\$ 9,464.17	\$ 69.89	\$ 61.42	\$ 54.13	
Cumulative Total - interest		\$ 14,868.08	\$ 17,123.85	\$ 21,809.59	\$ 21,937.89	\$ 22,039.77	\$ 22,137.24	\$ 31,601.41	\$ 31,671.30	\$ 31,732.72	\$ 31,786.85	

BOND 2012-2013												
12-13	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	Aug
Lonestar Construction 2012	\$ 2,382,987.31	\$ 2,383,442.58	\$ 2,383,850.96	\$ 2,364,268.03	\$ 2,364,635.74	\$ 2,364,950.53	\$ 2,365,319.68	\$ 2,365,681.17	\$ 2,366,037.49	\$ 2,366,378.89	\$ 316,533.90	\$ 316,579.50
SSB Construction 2012	\$ 166,480.85	\$ 121,101.60	\$ 118,263.85	\$ 63,828.93	\$ 149,287.11	\$ 50,027.91	\$ 59,941.36	\$ 150,867.91	\$ 63,795.96	\$ 51,503.42	\$ 48,143.40	\$ 194,332.98
Wells Fargo CDs	\$ 2,160,000.00	\$ 2,160,000.00	\$ 2,160,000.00	\$ 2,160,000.00	\$ 2,160,000.00	\$ 2,160,000.00	\$ 2,160,000.00	\$ 2,160,000.00	\$ 2,160,000.00	\$ 480,000.00	\$ 480,000.00	\$ 480,000.00
Wels Fargo Bonds	\$ 14,249,030.18	\$ 14,249,030.18	\$ 14,249,030.18	\$ 14,249,030.18	\$ 14,249,030.18	\$ 11,349,030.18	\$ 10,831,978.09	\$ 10,831,978.09	\$ 10,831,978.09	\$ 10,831,978.09	\$ 8,951,978.09	\$ 6,961,978.09
Wells Fargo Money Market	\$ 9,161,514.82	\$ 9,072,226.55	\$ 9,075,490.46	\$ 7,344,535.93	\$ 6,142,221.15	\$ 8,147,246.83	\$ 7,027,916.47	\$ 4,797,860.18	\$ 2,450,277.93	\$ 1,791,213.58	\$ 1,678,307.67	\$ 1,669,015.00
Total	\$ 28,120,013.16	\$ 27,985,800.91	\$ 27,986,635.45	\$ 26,181,663.07	\$ 25,065,174.18	\$ 24,071,255.45	\$ 22,445,155.60	\$ 20,306,387.35	\$ 17,872,089.47	\$ 15,521,073.98	\$ 11,474,963.06	\$ 9,621,905.57
Difference month to month	\$ (299,196.39)	\$ (134,212.25)	\$ 834.54	\$ (1,804,972.38)	\$ (1,116,488.89)	\$ (993,918.73)	\$ (1,626,099.85)	\$ (2,138,768.25)	\$ (2,434,297.88)	\$ (2,351,015.49)	\$ (4,046,110.92)	\$ (1,853,057.49)
INTEREST EARNED												
L onestarConstruction 2012	\$ 463.85	\$ 455.27	\$ 408.38	\$ 417.07	\$ 367.71	\$ 314.79	\$ 369.15	\$ 361.49	\$ 356.32	\$ 341.40	\$ 155.01	\$ 45.60
SSB Construction 2012	\$ 5.69	\$ 8.25	\$ 4.93	\$ 19.27	\$ 9.83	\$ 7.70	\$ 13.58	\$ 8.95	\$ 7.75	\$ 20.08	\$ 5.19	\$ 10.40
Wells Fargo CDs							\$ 28.00					
Wels Fargo Bonds												
Wells Fargo Money Market	\$ 3,897.22	\$ 10,711.73	\$ 3,263.91	\$ 19,045.47	\$ 7,685.22	\$ 5,025.68	\$ 13,617.55	\$ 9,943.71	\$ 2,417.75	\$ 10,935.65	\$ 7,094.09	\$ 707.61
Total	\$ 4,366.76	\$ 11,175.25	\$ 3,677.22	\$ 19,481.81	\$ 8,062.76	\$ 5,348.17	\$ 14,028.28	\$ 10,314.15	\$ 2,781.82	\$ 11,297.13	\$ 7,254.29	\$ 763.61
Cumulative Total - interest		\$ 15,542.01	\$ 19,219.23	\$ 38,701.04	\$ 46,763.80	\$ 52,111.97	\$ 66,140.25	\$ 76,454.40	\$ 79,236.22	\$ 90,533.35	\$ 97,787.64	\$ 98,551.25

BOND 2011-2012												
11-12	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	Aug
Lonestar Construction 2012				\$ 9,850,595.43	\$ 9,721,306.25	\$ 9,715,628.95	\$ 29,373,250.98	\$ 29,155,921.28	\$ 28,908,977.97	\$ 2,757,325.14	\$ 2,534,958.57	\$ 2,382,523.46
SSB Construction 2012					\$ 91,377.76	\$ 82,961.54	\$ 72,544.89	\$ 59,810.52	\$ 70,595.08	\$ 54,072.02	\$ 137,742.36	\$ 370,038.31
Wells Fargo CDs										\$ 2,160,000.00	\$ 2,160,000.00	\$ 2,160,000.00
Wels Fargo Bonds										\$ 14,249,030.18	\$ 14,249,030.18	\$ 14,249,030.18
Wells Fargo Money Market										\$ 9,595,653.19	\$ 9,604,122.82	\$ 9,257,617.60
Total					\$ 9,812,684.01	\$ 9,798,590.49	\$ 29,445,795.87	\$ 29,215,731.80	\$ 28,979,573.05	\$ 28,816,080.53	\$ 28,685,853.93	\$ 28,419,209.55
Difference month to month					\$ (37,911.42)	\$ (14,093.52)	\$ 19,647,205.38	\$ (230,064.07)	\$ (236,158.75)	\$ (163,492.52)	\$ (130,226.60)	\$ (266,644.38)
INTEREST EARNED												
L onestarConstruction 2012				\$ 251.73	\$ 2,517.62	\$ 2,022.70	\$ 4,743.76	\$ 6,442.48	\$ 5,971.17	\$ 1,266.79	\$ 564.96	\$ 486.87
SSB Construction 2012					\$ 3.44	\$ 3.55	\$ 3.40	\$ 3.03	\$ 4.21	\$ 2.69	\$ 2.34	\$ 6.93
Wells Fargo CDs												
Wels Fargo Bonds												
Wells Fargo Money Market										\$ 4,683.37	8469.63	\$ 3,494.78
Total					\$ 2,521.06	\$ 2,026.25	\$ 4,747.16	\$ 6,445.51	\$ 5,975.38	\$ 5,952.85	\$ 9,036.93	\$ 3,988.58
Cumulative Total - interest					\$ 2,772.79	\$ 4,799.04	\$ 9,546.20	\$ 15,991.71	\$ 21,967.09	\$ 27,919.94	\$ 36,956.87	\$ 40,945.45

Monthly Tax Collection Calculations					
For the Month of July 2014					
I&S Ratio	0.787878788				
M&O Ratio	0.212121212				
<u>Date(s)</u>	<u>Amount Collected</u>	<u>M&O</u>	<u>Actual %</u>	<u>I&S</u>	<u>Actual %</u>
7/1/2014	\$ 4,650.51	\$ 3,664.14	78.79%	\$ 986.37	21.21%
7/2/2014	\$ 4,736.20	\$ 3,731.65	78.79%	\$ 1,004.55	21.21%
7/3/2014	\$ 3,181.11	\$ 2,506.40	78.79%	\$ 674.71	21.21%
7/11/2014	\$ 378.60	\$ 298.30	78.79%	\$ 80.30	21.21%
7/14/2014	\$ 2,883.19	\$ 2,271.67	78.79%	\$ 611.52	21.21%
7/15/2015	\$ 778.77	\$ 613.59	78.79%	\$ 165.18	21.21%
7/16/2014	\$ 3,742.49	\$ 2,948.71	78.79%	\$ 793.78	21.21%
7/17/2014	\$ 1,786.71	\$ 1,407.75	78.79%	\$ 378.96	21.21%
7/18/2014	\$ 2,075.52	\$ 1,635.30	78.79%	\$ 440.22	21.21%
7/21/2014	\$ 775.97	\$ 611.39	78.79%	\$ 164.58	21.21%
7/22/2014	\$ 2,258.51	\$ 1,779.48	78.79%	\$ 479.03	21.21%
7/23/2014	\$ 5,856.82	\$ 4,614.59	78.79%	\$ 1,242.23	21.21%
7/24/2014	\$ 4,269.73	\$ 3,364.12	78.79%	\$ 905.61	21.21%
7/25/2014	\$ 4,359.28	\$ 3,434.68	78.79%	\$ 924.60	21.21%
7/28/2014	\$ 59,384.62	\$ 46,789.14	78.79%	\$ 12,595.48	21.21%
7/29/2014	\$ 2,963.80	\$ 2,335.18	78.79%	\$ 628.62	21.21%
7/30/2014	\$ 2,092.47	\$ 1,648.66	78.79%	\$ 443.81	21.21%
	\$ 106,174.30	\$ 83,654.75	78.79%	\$ 22,519.55	21.21%
	5711	5712	5719		
	Current Year	Prior Year	Pen & Int	Totals	
I&S	\$ 17,378.74	\$ 1,764.48	\$ 3,376.33	\$ 22,519.55	
M&O	\$ 64,557.89	\$ 6,554.60	\$ 12,542.26	\$ 83,654.75	
Totals	\$ 81,936.63	\$ 8,319.08	\$ 15,918.59	\$ 106,174.30	
Total M&O	\$ 71,112.49				
Total I&S	\$ 19,143.22				
(less P&I)					
Yearly M&O	\$ 12,181,571.42				
Yearly I&S	\$ 3,279,237.65				
(less P&I)					

Board Report
 Comparison of Revenue to Budget
 Lago Vista ISD
 As of July

Fund 199 / 4 GENERAL FUND

	Estimated Revenue (Budget)	Revenue Realized Current	Revenue Realized To Date	Revenue Balance	Percent Realized
5000 - RECEIPTS					
5700 - REVENUE-LOCAL & INTERMED					
5710 - LOCAL REAL-PROPERTY TAXES	12,960,396.00	-83,751.93	-12,290,120.59	670,275.41	94.83%
5730 - TUITION & FEES FROM PATRONS	2,000.00	.00	.00	2,000.00	.00%
5740 - INTEREST, RENT, MISC REVENUE	44,000.00	-779.86	-33,740.61	10,259.39	76.68%
5750 - REVENUE	26,000.00	.00	-19,581.10	6,418.90	75.31%
5760 - OTHER REV FM LOCAL SOURCE	100.00	.00	.00	100.00	.00%
Total REVENUE-LOCAL & INTERMED	13,032,496.00	-84,531.79	-12,343,442.30	689,053.70	94.71%
5800 - STATE PROGRAM REVENUES					
5810 - PER CAPITA-FOUNDATION REV	2,235,437.00	.00	-2,087,546.00	147,891.00	93.38%
5820 - STATE PROGRAM REVENUES	.00	.00	-1,928.28	-1,928.28	.00%
5830 - TRS ON-BEHALF	453,459.00	-35,257.04	-364,459.68	88,999.32	80.37%
Total STATE PROGRAM REVENUES	2,688,896.00	-35,257.04	-2,453,933.96	234,962.04	91.26%
Total Revenue Local-State-Federal	15,721,392.00	-119,788.83	-14,797,376.26	924,015.74	94.12%

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
6000 - EXPENDITURES						
11 - INSTRUCTION						
6100 - PAYROLL COSTS	-6,110,038.00	.00	5,283,972.61	508,616.47	-826,065.39	86.48%
6200 - PURCHASE & CONTRACTED SVS	-202,898.00	.00	141,949.99	2,117.89	-60,948.01	69.96%
6300 - SUPPLIES AND MATERIALS	-181,998.18	114,859.78	170,724.98	1,871.15	103,586.58	93.81%
6400 - OTHER OPERATING EXPENSES	-22,478.82	1,666.54	15,258.52	674.35	-5,553.76	67.88%
6600 - CPTL OUTLY LAND BLDG & EQUIP	.00	.00	.00	.00	.00	.00%
Total Function11 INSTRUCTION	-6,517,413.00	116,526.32	5,611,906.10	513,279.86	-788,980.58	86.11%
12 - LIBRARY						
6100 - PAYROLL COSTS	-127,796.00	.00	105,152.56	7,541.89	-22,643.44	82.28%
6200 - PURCHASE & CONTRACTED SVS	-8,294.00	.00	8,293.15	.00	-.85	99.99%
6300 - SUPPLIES AND MATERIALS	-51,506.00	1,056.75	46,728.11	1,428.01	-3,721.14	90.72%
6400 - OTHER OPERATING EXPENSES	-1,245.00	.00	50.00	.00	-1,195.00	4.02%
Total Function12 LIBRARY	-188,841.00	1,056.75	160,223.82	8,969.90	-27,560.43	84.85%
13 - CURRICULUM						
6200 - PURCHASE & CONTRACTED SVS	-30,190.00	2,040.00	24,650.00	4,250.00	-3,500.00	81.65%
6300 - SUPPLIES AND MATERIALS	-3,250.00	.00	2,492.10	.00	-757.90	76.68%
6400 - OTHER OPERATING EXPENSES	-14,435.00	5,038.60	10,336.34	414.00	939.94	71.61%
Total Function13 CURRICULUM	-47,875.00	7,078.60	37,478.44	4,664.00	-3,317.96	78.28%
21 - INSTRUCTIONAL ADMINISTRATION						
6100 - PAYROLL COSTS	-221,435.00	.00	163,761.10	21,737.32	-57,673.90	73.95%
6200 - PURCHASE & CONTRACTED SVS	-1,500.00	.00	.00	.00	-1,500.00	-.00%
6300 - SUPPLIES AND MATERIALS	-3,000.00	.00	3,539.85	849.99	539.85	118.00%
6400 - OTHER OPERATING EXPENSES	-2,850.00	.00	1,644.38	300.00	-1,205.62	57.70%
Total Function21 INSTRUCTIONAL	-228,785.00	.00	168,945.33	22,887.31	-59,839.67	73.84%
23 - CAMPUS ADMINISTRATION						
6100 - PAYROLL COSTS	-769,625.00	.00	700,000.24	49,922.49	-69,624.76	90.95%
6200 - PURCHASE & CONTRACTED SVS	-625.00	.00	601.86	.00	-23.14	96.30%
6300 - SUPPLIES AND MATERIALS	-6,000.00	209.24	6,182.91	68.00	392.15	103.05%
6400 - OTHER OPERATING EXPENSES	-6,250.00	180.00	4,285.84	210.00	-1,784.16	68.57%
Total Function23 CAMPUS ADMINISTRATION	-782,500.00	389.24	711,070.85	50,200.49	-71,039.91	90.87%
31 - GUIDANCE AND COUNSELING SVS						
6100 - PAYROLL COSTS	-348,406.00	.00	285,086.50	19,646.57	-63,319.50	81.83%
6200 - PURCHASE & CONTRACTED SVS	-29,150.00	.00	24,090.00	.00	-5,060.00	82.64%
6300 - SUPPLIES AND MATERIALS	-8,625.00	2,394.59	4,816.38	71.70	-1,414.03	55.84%
6400 - OTHER OPERATING EXPENSES	-6,175.00	1,171.50	3,762.98	.00	-1,240.52	60.94%
Total Function31 GUIDANCE AND	-392,356.00	3,566.09	317,755.86	19,718.27	-71,034.05	80.99%
33 - HEALTH SERVICES						
6100 - PAYROLL COSTS	-62,443.00	.00	52,653.02	4,976.45	-9,789.98	84.32%
6300 - SUPPLIES AND MATERIALS	-3,300.00	.00	5,725.41	2,433.70	2,425.41	173.50%
6400 - OTHER OPERATING EXPENSES	-250.00	.00	75.00	.00	-175.00	30.00%
Total Function33 HEALTH SERVICES	-65,993.00	.00	58,453.43	7,410.15	-7,539.57	88.58%
34 - PUPIL TRANSPORTATION-REGULAR						
6200 - PURCHASE & CONTRACTED SVS	-281,000.00	.00	282,165.90	7,797.96	1,165.90	100.41%
6300 - SUPPLIES AND MATERIALS	-70,000.00	.00	63,569.55	2,085.53	-6,430.45	90.81%
6400 - OTHER OPERATING EXPENSES	-150.00	.00	2,415.00	.00	2,265.00	1610.00%
Total Function34 PUPIL TRANSPORTATION-	-351,150.00	.00	348,150.45	9,883.49	-2,999.55	99.15%

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
6000 - EXPENDITURES						
36 - CO-CURRICULAR ACTIVITIES						
6100 - PAYROLL COSTS	-262,998.00	.00	253,780.46	20,952.47	-9,217.54	96.50%
6200 - PURCHASE & CONTRACTED SVS	-62,695.00	2,578.50	32,778.54	.00	-27,337.96	52.28%
6300 - SUPPLIES AND MATERIALS	-104,159.00	2,694.35	98,806.70	3,102.90	-2,657.95	94.86%
6400 - OTHER OPERATING EXPENSES	-170,181.00	4,474.91	126,106.12	3,096.93	-39,599.97	74.10%
Total Function36 CO-CURRICULAR ACTIVITIES	-600,033.00	9,747.76	511,471.82	27,152.30	-78,813.42	85.24%
41 - GENERAL ADMINISTRATION						
6100 - PAYROLL COSTS	-407,193.00	.00	374,932.80	32,968.90	-32,260.20	92.08%
6200 - PURCHASE & CONTRACTED SVS	-131,450.00	.00	108,832.11	3,725.45	-22,617.89	82.79%
6300 - SUPPLIES AND MATERIALS	-12,200.00	.00	11,406.38	192.27	-793.62	93.49%
6400 - OTHER OPERATING EXPENSES	-45,400.00	2,800.00	25,439.11	6,647.64	-17,160.89	56.03%
Total Function41 GENERAL ADMINISTRATION	-596,243.00	2,800.00	520,610.40	43,534.26	-72,832.60	87.32%
51 - PLANT MAINTENANCE & OPERATION						
6100 - PAYROLL COSTS	-157,422.00	.00	146,038.56	14,958.05	-11,383.44	92.77%
6200 - PURCHASE & CONTRACTED SVS	-767,875.00	8,063.78	683,329.03	86,631.53	-76,482.19	88.99%
6300 - SUPPLIES AND MATERIALS	-74,625.00	1,880.51	67,568.22	5,613.77	-5,176.27	90.54%
6400 - OTHER OPERATING EXPENSES	-70,350.00	.00	59,517.92	75.00	-10,832.08	84.60%
6600 - CPTL OUTLY LAND BLDG & EQUIP	-17,600.00	.00	17,552.00	17,552.00	-48.00	99.73%
Total Function51 PLANT MAINTENANCE &	-1,087,872.00	9,944.29	974,005.73	124,830.35	-103,921.98	89.53%
52 - SECURITY						
6200 - PURCHASE & CONTRACTED SVS	-10,000.00	.00	2,140.00	.00	-7,860.00	21.40%
6300 - SUPPLIES AND MATERIALS	-250.00	.00	200.00	.00	-50.00	80.00%
Total Function52 SECURITY	-10,250.00	.00	2,340.00	.00	-7,910.00	22.83%
53 - DATA PROCESSING						
6100 - PAYROLL COSTS	-164,512.00	.00	166,257.22	15,369.87	1,745.22	101.06%
6200 - PURCHASE & CONTRACTED SVS	-36,048.00	1,500.00	36,925.11	3,000.00	2,377.11	102.43%
6300 - SUPPLIES AND MATERIALS	-17,952.00	.00	12,175.20	.00	-5,776.80	67.82%
6400 - OTHER OPERATING EXPENSES	-2,000.00	.00	4,180.36	.00	2,180.36	209.02%
Total Function53 DATA PROCESSING	-220,512.00	1,500.00	219,537.89	18,369.87	525.89	99.56%
61 - COMMUNITY SERVICES						
6100 - PAYROLL COSTS	-9,281.00	.00	5,390.93	526.96	-3,890.07	58.09%
6300 - SUPPLIES AND MATERIALS	-200.00	.00	.00	.00	-200.00	-.00%
Total Function61 COMMUNITY SERVICES	-9,481.00	.00	5,390.93	526.96	-4,090.07	56.86%
71 - DEBT SERVICES						
6500 - DEBT SERVICE	-155,000.00	.00	154,002.18	.00	-997.82	99.36%
Total Function71 DEBT SERVICES	-155,000.00	.00	154,002.18	.00	-997.82	99.36%
81 - CAPITAL PROJECTS						
6600 - CPTL OUTLY LAND BLDG & EQUIP	-40,000.00	21,041.00	5,926.00	.00	-13,033.00	14.82%
Total Function81 CAPITAL PROJECTS	-40,000.00	21,041.00	5,926.00	.00	-13,033.00	14.82%
91 - CHAPTER 41 PAYMENT						
6200 - PURCHASE & CONTRACTED SVS	-4,337,088.00	.00	3,744,204.00	.00	-592,884.00	86.33%
Total Function91 CHAPTER 41 PAYMENT	-4,337,088.00	.00	3,744,204.00	.00	-592,884.00	86.33%
99 - PAYMENT TO OTHER GOVERN ENT						
6200 - PURCHASE & CONTRACTED SVS	-90,000.00	.00	80,507.13	.00	-9,492.87	89.45%
Total Function99 PAYMENT TO OTHER	-90,000.00	.00	80,507.13	.00	-9,492.87	89.45%
8000 - OTHER USES						

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
8000 - OTHER USES						
00 - DISTRICT WIDE						
8900 - OTHER USES-TRANSFERS OUT	-1,500,000.00	.00	.00	.00	-1,500,000.00	-.00%
Total Function00 DISTRICT WIDE	-1,500,000.00	.00	.00	.00	-1,500,000.00	-.00%
Total Expenditures	-17,221,392.00	173,650.05	13,631,980.36	851,427.21	-3,415,761.59	79.16%

	<u>Estimated Revenue (Budget)</u>	<u>Revenue Realized Current</u>	<u>Revenue Realized To Date</u>	<u>Revenue Balance</u>	<u>Percent Realized</u>
5000 - RECEIPTS					
5700 - REVENUE-LOCAL & INTERMED					
5750 - REVENUE	323,764.00	-134.35	-269,424.34	54,339.66	83.22%
Total REVENUE-LOCAL & INTERMED	323,764.00	-134.35	-269,424.34	54,339.66	83.22%
5800 - STATE PROGRAM REVENUES					
5820 - STATE PROGRAM REVENUES	10,013.00	.00	-2,905.95	7,107.05	29.02%
Total STATE PROGRAM REVENUES	10,013.00	.00	-2,905.95	7,107.05	29.02%
5900 - FEDERAL PROGRAM REVENUES					
5920 - OBJECT DESCR FOR 5920	282,718.00	.00	-216,726.31	65,991.69	76.66%
Total FEDERAL PROGRAM REVENUES	282,718.00	.00	-216,726.31	65,991.69	76.66%
Total Revenue Local-State-Federal	616,495.00	-134.35	-489,056.60	127,438.40	79.33%

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
6000 - EXPENDITURES						
35 - FOOD SERVICES						
6200 - PURCHASE & CONTRACTED SVS	-563,921.00	.00	436,647.98	18,889.96	-127,273.02	77.43%
6300 - SUPPLIES AND MATERIALS	-52,574.00	129.92	18,931.43	.00	-33,512.65	36.01%
Total Function35 FOOD SERVICES	-616,495.00	129.92	455,579.41	18,889.96	-160,785.67	73.90%
Total Expenditures	-616,495.00	129.92	455,579.41	18,889.96	-160,785.67	73.90%

Board Report
Comparison of Revenue to Budget
Lago Vista ISD
As of July

Fund 599 / 4 DEBT SERVICE FUND

	<u>Estimated Revenue (Budget)</u>	<u>Revenue Realized Current</u>	<u>Revenue Realized To Date</u>	<u>Revenue Balance</u>	<u>Percent Realized</u>
5000 - RECEIPTS					
5700 - REVENUE-LOCAL & INTERMED					
5710 - LOCAL REAL-PROPERTY TAXES	3,416,162.00	-22,519.55	-3,307,894.39	108,267.61	96.83%
5740 - INTEREST, RENT, MISC REVENUE	.00	-379.42	-2,861.89	-2,861.89	.00%
Total REVENUE-LOCAL & INTERMED	3,416,162.00	-22,898.97	-3,310,756.28	105,405.72	96.91%
Total Revenue Local-State-Federal	3,416,162.00	-22,898.97	-3,310,756.28	105,405.72	96.91%

Board Report
Comparison of Expenditures and Encumbrances to Budget
Lago Vista ISD
As of July

Fund 599 / 4 DEBT SERVICE FUND

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
6000 - EXPENDITURES						
71 - DEBT SERVICES						
6500 - DEBT SERVICE	-3,416,162.00	.00	728,646.69	.00	-2,687,515.31	21.33%
Total Function71 DEBT SERVICES	-3,416,162.00	.00	728,646.69	.00	-2,687,515.31	21.33%
Total Expenditures	-3,416,162.00	.00	728,646.69	.00	-2,687,515.31	21.33%

	<u>Estimated Revenue (Budget)</u>	<u>Revenue Realized Current</u>	<u>Revenue Realized To Date</u>	<u>Revenue Balance</u>	<u>Percent Realized</u>
5000 - RECEIPTS					
5700 - REVENUE-LOCAL & INTERMED					
5740 - INTEREST, RENT, MISC REVENUE	10,000.00	-54.13	-31,786.89	-21,786.89	317.87%
Total REVENUE-LOCAL & INTERMED	10,000.00	-54.13	-31,786.89	-21,786.89	317.87%
7000 - OTHER RESOURCES-NON-OPERATING					
7900 - OTHER RESOURCES/TRANSFER IN					
7910 - OTHER RESOURCES	1,500,000.00	.00	.00	1,500,000.00	.00%
Total OTHER RESOURCES/TRANSFER IN	1,500,000.00	.00	.00	1,500,000.00	.00%
Total Revenue Local-State-Federal	1,510,000.00	-54.13	-31,786.89	1,478,213.11	2.11%

Comparison of Expenditures and Encumbrances to Budget

Lago Vista ISD

As of July

Fund 698 / 4 CONSTRUCTION 2012

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
6000 - EXPENDITURES						
81 - CAPITAL PROJECTS						
6600 - CPTL OUTLY LAND BLDG & EQUIP	-9,659,463.00	319,309.92	7,927,359.84	55,077.58	-1,412,793.24	82.07%
Total Function81 CAPITAL PROJECTS	-9,659,463.00	319,309.92	7,927,359.84	55,077.58	-1,412,793.24	82.07%
Total Expenditures	-9,659,463.00	319,309.92	7,927,359.84	55,077.58	-1,412,793.24	82.07%

	<u>Estimated Revenue (Budget)</u>	<u>Revenue Realized Current</u>	<u>Revenue Realized To Date</u>	<u>Revenue Balance</u>	<u>Percent Realized</u>
5000 - RECEIPTS					
5700 - REVENUE-LOCAL & INTERMED					
5730 - TUITION & FEES FROM PATRONS	102,840.00	-3,321.66	-91,491.31	11,348.69	88.96%
Total REVENUE-LOCAL & INTERMED	102,840.00	-3,321.66	-91,491.31	11,348.69	88.96%
7000 - OTHER RESOURCES-NON-OPERATING					
7900 - OTHER RESOURCES/TRANSFER IN					
7910 - OTHER RESOURCES	21,271.00	.00	.00	21,271.00	.00%
Total OTHER RESOURCES/TRANSFER IN	21,271.00	.00	.00	21,271.00	.00%
Total Revenue Local-State-Federal	124,111.00	-3,321.66	-91,491.31	32,619.69	73.72%

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
6000 - EXPENDITURES						
61 - COMMUNITY SERVICES						
6100 - PAYROLL COSTS	-117,661.00	.00	92,866.85	8,436.76	-24,794.15	78.93%
6300 - SUPPLIES AND MATERIALS	-1,300.00	.00	243.82	.00	-1,056.18	18.76%
6400 - OTHER OPERATING EXPENSES	-5,150.00	.00	5,432.32	214.97	282.32	105.48%
Total Function61 COMMUNITY SERVICES	-124,111.00	.00	98,542.99	8,651.73	-25,568.01	79.40%
Total Expenditures	-124,111.00	.00	98,542.99	8,651.73	-25,568.01	79.40%

Minutes of Special Meeting

The Board of Trustees

Lago Vista ISD

A Special meeting of the Board of Trustees of Lago Vista ISD was held Tuesday, July 29, 2014 at 6:00pm in the board room of Viking Hall, 8039 Bar-K Ranch Rd, Lago Vista, TX 78645.

Members Present:

Jerrell Roque
Tom Rugel
Stacy Eleuterius
Laura Vincent
David Scott
Sharon Abbott
Scott Berentsen

Member(s) Absent:

Also Present:

Henri Gearing, Asst. Superintendent
Suzy Lofton
Shelby Womack

1. *Invocation and call to order*
Mr. Roque called the meeting to order at 6:01pm leading the board and public in the Pledges to the American and Texas flags followed by a moment of silence
Nancy Jo Priddy signed up to speak to board regarding Elementary Playground Improvement
2. Personnel - Acceptance Superintendent Resignation
David Scott made a motion to accept the resignation of Mr. Matt Underwood.
Stacy Eleuterius seconded
Motion carried 7-0
3. Discuss and take possible action to approve Waiver for Low Attendance
Laura Vincent motioned to approve waiver for low attendance
David Scott seconded
Motion carried 7-0
4. Discuss and take possible action on Superintendent Search
Mr. Butch Felkner of TASB Executive Search Service presented the Board with a draft timeline the search.
After some discussion, the Board agreed they would like to wait until mid-to-late August
Board agreed to "go live" on August 18,2014

5. Closed/Executive Session: Texas Education Code Section 551.074
Personnel matters - Interim Superintendent salary and non-teacher salaries
The Board took a short break at 7:05pm and went into closed session at 7:13pm
Reconvened in open session at 8:00pm
Laura Vincent made a motion to approve non-teacher and interim superintendent salary recommendations
Sharon Abbott seconded
Motion carried 7-0

6. Adjourn
There being no more business Stacy Eleuterius moved to adjourn mtg at 8:02; Seconded by David Scott
Mtg adjourned at 8:02pm

Board President

Minutes of Regular Meeting

The Board of Trustees

Lago Vista ISD

A Regular meeting of the Board of Trustees of Lago Vista ISD was held Monday, July 21, 2014 at 6:00pm in the board room of Viking Hall, 8039 Bar-K Ranch Rd, Lago Vista, TX 78645

Members Present:

Jerrell Roque
Tom Rugel
Stacy Eleuterius
Laura Vincent
David Scott
Sharon Abbott

Member(s) Absent:

Scott Berentsen

Also Present:

Matt Underwood, Superintendent
Henri Gearing, Asst. Superintendent
Suzy Lofton, Paul Thailing, Michelle Jackson, Eric Holt, Randy Mathesin, Shelby Womack, Dusty Traylor, Andrew Clark (Bond Counsel), Jo Zunker, Heather Stoner

1. *Invocation*

Mr. Roque called the meeting to order at 6:00pm leading the board and public in the Pledges to the American and Texas flags followed by a moment of silence

2. Welcome Visitors/Public Participation

3. NexGen Update

Mr. Underwood started the presentation about the beginnings of the upcoming 1:1 initiative NexGen is LVISD's student learning initiative aimed at fulfilling our district motto of *Learning today, leading tomorrow*

Suzy Lofton, Shelby Womack, Heather Stoner and Randy Mathesin discussed the different aspects of NexGen and the plan to roll out with the new school year.

4. Construction Update

Jo Zunker of OBR gave update on construction; showed board a Temporary Certificate of Occupancy for main bldg and Field house.

Tom Rugel is bothered that 58% of the warranty is exhausted but the building is not usable.

5. Final Construction Change Order and Contract Extension

Baird Williams Change Order #2 - review and approve the construction change order for construction of the new Lago Vista High School in the amount of \$266,064.00, including an extension of the contract time for 30 days, or contract completion of July 31, 2014. This change order reflects all approved change order work from the beginning of the contract time through June 15, 2014 or change request 62.

Laura Vincent moves to conditionally accept the change order

The Board agrees to conditionally approve change order, including the extension of time with the understanding that language would be inserted prior to its execution to allow for extended warranties on the Bldg A substantial completion date

David Scott seconds

Motion carried 6-0

At 8:29pm the board took a short break

6. *Consider and adopt an Order Authorizing the Issuance, Sale, and Delivery of Lago Vista Independent School District Unlimited Tax Refunding Bonds, Series 2014; and Containing Other Matters Related Thereto.*

Stacy Eleuterius moved to adopt

Sharon Abbott seconded

Motion carries 6-0

7. Certification of 2014 LVHS Graduates

No action taken

8. Lunch Prices for SY 2014-15

Stacy Eleuterius moved to accept increase in lunch prices

Tom Rugel seconded

Motion carried 6-0

9. Early Release and Professional Development Waiver

David Scott moved to accept

Sharon Abbott seconded

Motion carried 6-0

10. Budget Update SY 2014-15

Henri shared preliminary budget with board

11. Proposed Tax Rate for SY 2014-15

Mrs. Gearing recommends same tax rate as currently in use.

M&O - 1.04

I&S - 0.28

Total - \$1.32

David Scott moved to accept tax rate

Stacy Eleuterius seconded

Motion carried 6-0

12. Salary Schedule SY 2014-15

Mrs. Gearing recommended a step raise for each teacher, no change in salary schedule

13. Consent Agenda

a. PDAS Calendar SY 2014-15

b. JJAEP Memorandum of Understanding SY 2014-15

c. Minutes from previous meetings (remove Matt Underwood from Special Mtg/Suzy Lofton in attendance)

d. Finance Report

e. Investment Report

David Scott moved to accept consent agenda with changes noted above in minutes

Stacy Eleuterius seconded

Motion carried 6-0

14. Superintendent's Report
 - a. CTSBA Resolution
 - b. Student Transfer Application Fee
 - c. Dual Credit Scholarships
 - d. Bell Schedules
 - e. Election Calendars

15. Personnel Update
Mr. Underwood went over new employees that he was given authorization to hire without board approval.

16. Closed Executive Session: Personnel Assignment and Employment
No closed session

17. Discussion and Possible Action Regarding Appointment of Interim Superintendent
David Scott moved that the board appoint Mrs. Henri Gearing as interim superintendent beginning August 1, 2014
Tom Rugel seconds
Motion carried 6-0

18. Discussion and Possible Action Regarding Selection of a Superintendent Search Firm
David Scott moved to retain the services of TASB Executive Search as long as Butch Felkner is our contact
Tom Rugel seconded
Motion carried 6-0

19. Budget Meeting and August Meeting Dates
August meeting 18th –Regular monthly mtg
August 27th - Budget meeting

20. Adjourn
There being no more business Stacy Eleuterius moved to adjourn mtg at 9:35; Sharon Abbott seconded
Mtg adjourned at 9:35pm

Board President

Minutes of Special Meeting

The Board of Trustees

Lago Vista ISD

A Special meeting of the Board of Trustees of Lago Vista ISD was held Monday, August 11, 2014 at 6:00pm in the board room of Viking Hall, 8039 Bar-K Ranch Rd, Lago Vista, TX 78645.

Members Present:

Jerrell Roque
Tom Rugel
Stacy Eleuterius
Laura Vincent
David Scott
Sharon Abbott
Scott Berentsen

Also Present:

Henri Gearing, Interim Superintendent
Suzy Lofton
Shelby Womack

- 1. Pledge of Allegiance and call to order*
Mr. Roque called the meeting to order at 6:00pm leading the board and public in the Pledges to the American and Texas flags followed by a moment of silence
- 2. Discuss and Approve Authorized Representative for Lonestar Investment Pool*
Mrs. Gearing suggested Dr. Lofton attend Investment Officer Training in order to add her as an authorized rep.
Laura Vincent motioned to accept the recommendation
Stacy Eleuterius seconded
Motion carried 7-0
- 3. Closed Session: Assignment and employment Closed Session pursuant to Government Code section 551.074.*
The board went into closed session at 6:06pm
The board reconvened in open session at 6:40pm
- 4. Personnel: Assignment and employment*
Mrs. Gearing recommended offering Emily Pena a one year probationary teacher contract
Sharon Abbott seconded
Motion carried 7-0
- 5. Personnel: Contract Authority for Superintendent for August and September*
Laura Vincent made a motion to give authority to the Superintendent for any hiring of staff in August or September.
David Scott seconded
Motion carried 7-0

6. *Adjourn*

There being no more business Laura Vincent moved to adjourn mtg at 7:45pm.

Board President

SPECIAL PROGRAMS
GIFTED AND TALENTED STUDENTS

EHBB
(LOCAL)

NOMINATION / REFERRAL	Students may be nominated/referred for the gifted and talented program at any time by teachers, counselors, parents, or other interested persons.
SCREENING AND IDENTIFICATION PROCESS	The District shall provide assessment opportunities to complete the screening and identification process for nominated/referred students at least once per school year.
PARENTAL CONSENT	The District shall obtain written parental consent before any special testing or individual assessment is conducted as part of the screening and identification process. All student information collected during the screening and identification process shall be an educational record, subject to the protections set out in policies at FL.
IDENTIFICATION CRITERIA	The Board-approved program for the gifted and talented shall establish criteria to identify gifted and talented students. The criteria shall be specific to the state definition of gifted and talented and shall ensure the fair assessment of students with special needs, such as the culturally different, the economically disadvantaged, and students with disabilities.
ASSESSMENTS	Data collected through both objective and subjective assessments shall be measured against the criteria approved by the Board to determine individual eligibility for the program. Assessment tools may include, but are not limited to, the following: achievement tests , intelligence tests, creativity tests, behavioral checklists completed by teachers and parents, student/parent conferences, and available student work products.
SELECTION	A selection committee shall evaluate each nominated/referred student according to the established criteria and shall identify those students for whom placement in the gifted and talented program is the most appropriate educational setting. The committee shall be composed of at least three professional educators who have received training in the nature and needs of gifted students, as required by law, and shall be established at each campus.
NOTIFICATION	The District shall provide written notification to parents of students who qualify for services through the District's gifted and talented program. Participation in any program or services provided for gifted students shall be voluntary, and the District shall obtain written permission from the parents before placing a student in a gifted program.
NO REASSESSMENT	The District shall not perform routine reassessments.
TRANSFER STUDENTS INTERDISTRICT	When a student identified as gifted by a previous school district enrolls in the District, the selection committee shall review the stu-

SPECIAL PROGRAMS
GIFTED AND TALENTED STUDENTS

EHBB
(LOCAL)

dent's records to determine if placement in the District's program for gifted and talented students is appropriate.

The selection committee shall make a determination within 30 calendar days of the student's enrollment in the District and shall base the decision on the transferred records, observation reports of District teachers who instruct the student, and student and parent conferences.

[See FDD(LEGAL) for information regarding transfer students and the Interstate Compact on Educational Opportunities for Military Children]

FURLOUGHS

The District may place on a furlough any student who is unable to maintain satisfactory performance or whose educational needs are not being met within the structure of the gifted and talented program. A furlough may be initiated by the District, the parent, or the student.

In accordance with administrative regulations, a furlough shall be granted for specified reasons and for a specified period of time. At the end of a furlough, the student may reenter the gifted program, be placed on another furlough, or be exited from the program.

EXIT PROVISIONS

The District shall monitor student performance in the program. If at any time the selection committee determines it is in the best interest of the student and his or her educational needs, the committee may exit a student from the program. If a student or parent requests removal from the program, the selection committee shall meet with the parent and student before honoring the request.

APPEALS

A parent or student may appeal any final decision of the selection committee regarding selection for or exit from the gifted program. Appeals shall be made first to the selection committee. Any subsequent appeals shall be made in accordance with FNG(LOCAL) beginning at Level Two.

PROGRAM
EVALUATION

The District shall ~~involve stakeholders to annually~~ evaluate the effectiveness of the District's gifted program ~~on an annual basis~~, and the results of the evaluation shall be used to modify and update the District and campus improvement plans. The District shall ~~include parents in the evaluation process and shall~~ share the information with Board members, administrators, teachers, counselors, ~~parents~~, students in the gifted and talented program, and the community.

COMMUNITY
AWARENESS

The District shall ensure that information about the District's gifted and talented program is available to parents and community members and that they have an opportunity to develop an understanding of and support for the program.