Lufkin Independent School District

Student/Parent Handbook

2021-2022

If you have difficulty accessing the information in this document because of a disability, please contact Administrative Services at 936-630-4342.

Updated July 22, 2021

Lufkin Independent School District
2021-2022 School Calendar

July 2021
5: July 4th Holiday

August 2021
3: New Teacher Orientation
4-10: Staff Development/Work Days
11: Opening Convocation
12: First Day of Instruction

September 2021
6: Student & Staff Holiday - Labor Day

October 2021
11: Student & Staff Holiday
12: Student Holiday/Staff Development

November 2021
19: Early Dismissal-Students & Staff
22-26: Thanksgiving Holidays

December 2021
17: Early Dismissal-Students & Staff
20-31: Christmas Holidays

January 2022
3: Student & Staff Holiday
4: Student Holiday/Staff Development
17: Student & Staff Holiday - MLK Holiday

February 2022
21: Student Holiday/Staff Development

March 2022
11: Early Dismissal-Students & Staff
14-18: Spring Break

April 2022
15: Student & Staff Holiday
18: Bad Weather Make-up Day

May 2022
26: Last Day of School/Early Dismissal
27: LHS Graduation
27: Staff Work Day
30: Memorial Day Holiday

July 2021

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August 2021

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April 2022

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May 2022

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June 2022

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26	27	28	29	30		

- Student & Staff Holiday
- Student Holiday/Staff Development
- Early Dismissal
- { } Nine Week Period
- < > Semester Begin/End
- Opening Convocation
- New Teacher Orientation
- * Reading Academy Training (for selected staff)
- Bad Weather Make-up Day

1st Nine Week Period
41

2nd Nine Week Period
43

3rd Nine Week Period
46

4th Nine Week Period
47

177 Total Days

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PREFACE

To Students and Parents:

Welcome to the 2021-2022 school year! Education is a team effort, and we know that students, their families, teachers, and other staff members all working together can make this a wonderfully successful year for our students.

The Lufkin I.S.D. Student Handbook is designed to provide basic information that you and your child will need during the school year. The handbook is divided into two sections:

Section I—PARENTAL RIGHTS— Topics in this section of the Student Handbook include information related to certain rights of parents as specified in state or federal law 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—Topics in this section of the Student Handbook contain important information on academics, school activities, and school operations and requirements. It is organized in alphabetical order to serve as a quick-reference when you or your child has a question about a specific school-related issue. Where possible, the topics are also organized to alert you to the applicability of each topic based on a student's age or grade level.

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

Both students and parents should become familiar with the Lufkin I.S.D. 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 after the Appendix or on the district web site at www.lufkinisd.org 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 provisions of board policy and the Student Code of Conduct are to be followed.

Please be aware that the handbook is updated yearly, while policy adoption and revision may occur throughout the year. The district encourages parents to stay informed of proposed board policy changes by attending board meetings. Changes in policy or other rules that affect Student Handbook provisions will be made available to students and parents. 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 practicable under the circumstances.

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

If you or your child has questions about any of the material in this handbook, please contact a teacher, the school counselor, or the principal. If you have difficulty accessing the information in this document due to disability, please call (936) 630-4342.

A hard copy of either the Student Code of Conduct or Student Handbook can be requested at 101 Cotton Square, Lufkin TX 75904.

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

- Acknowledgment Form or Acknowledgment of Electronic Distribution of Student Handbook,
- Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information,
- Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education (if you choose to restrict the release of information to these entities),
- Consent/Opt-Out Form, and
- Community Eligibility Provision – PEIMS Income Survey 2021-2022.

[See **Objecting to the Release of Directory Information** on page 12 and **Consent Required Before Student Participation in a Federally Funded Survey Analysis, or Evaluation** on page 13 for more information.]

NOTE: References to policy codes are included so that parents can refer to board policy. The district's official policy manual is available for review in the district administration office, and an unofficial electronic copy is available at www.lufkinisd.org.

The policy manual includes:

- Legally referenced (LEGAL) policies that contain provisions from federal and state laws and regulations, case law, and other legal authorities that provide legal framework for school districts.
- Board adopted (LOCAL) policies that articulate the board's choices and values regarding district policies.

For questions about the material in this handbook, please contact Daniel Spikes, the Assistant Superintendent of Administrative Services, at (936) 630-4342.

SECTION I: PARENTAL RIGHTS

This section of the Lufkin I.S.D. Student Handbook includes information related to certain rights of parents as specified in state or federal law.

CONSENT, OPT-OUT, AND REFUSAL RIGHTS

Consent to Conduct a Psychological Evaluation

A district employee will not conduct a psychological examination, test, or treatment without obtaining prior written parental consent unless the examination, test, or treatment is required under state or federal law regarding requirements for special education or by the Texas Education Agency (TEA) for child abuse investigations and reports.

Consent to Provide a Mental-Health Care Service

The district will not provide a mental health care service to a student or conduct a medical screening of a student as part of the district's intervention procedures except as permitted by law.

The district has established procedures for recommending to a parent an intervention for a student with early warning signs of mental health concerns, substance abuse, or suicide risk.

For more information, please contact Dr. Daniel D. Spikes, Assistant Superintendent for Administrative Services, at (936) 630-4342 and see **Mental Health Support**.

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

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

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

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

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

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

State law permits the school to make a video or voice recording without parental permission for the **following circumstances:**

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

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

Please note that parents and visitors to a classroom, both virtual and in person may not record video or audio or take photographs or other still images without permission from the teacher or other school official.

[See **Video Cameras** on page 83 for more information, including a parent's right to request video and audio equipment be placed in certain special education settings.]

Prohibiting the Use of Corporal Punishment

Corporal punishment—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.

Lufkin ISD will only administer corporal punishment as an available disciplinary consequence with written parent permission.

See the Corporal Punishment section of the Student Information 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.

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

Limiting Electronic Communications with Students by District Employees

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

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

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

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

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

Objecting to the Release of Directory Information

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

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

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

As allowed by state law, the district has identified two directory information lists—one for school-sponsored purposes and the second for all other requests. For all district publications and announcements, the district has designated the following as

directory information: student's name, address, telephone listing, date and place of birth, photograph, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, grade level, honors and awards received, most recent school previously attended, major field of study, degrees, and e-mail address. This information will not be used for other purposes without the consent of the parent or eligible student, except as described above at Directory Information.

If you do not object to the use of your child's information for these limited school-sponsored purposes, the school will not need to ask your permission each time the district wishes to use the information for the school-sponsored purposes listed above. Also review the information at **Authorized Inspection and Use of Student Records** on page 15.

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

The district is required by federal law to comply with a request by a military recruiter or an institution of higher education for students' names, addresses, and telephone listings, unless parents have advised the district not to release their child's information without prior written consent. If you do not want the district to provide this information to military recruiters or institutions of higher education, you may "opt out" on the Directory Information form.

Participation in Third-Party Surveys

Consent Required Before Student Participation in a Federally Funded Survey

A student will not be required to participate without parental consent in any survey—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.

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

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

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

- Any survey concerning the private information listed above, regardless of funding.
- School activities involving the collection, disclosure, or use of personal information gathered from your child for the purpose of marketing, selling, or otherwise disclosing that information. NOTE: This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.
- Any non-emergency, invasive physical examination or screening required as a condition of attendance, administered and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student. Exceptions are hearing, vision, or spinal screenings, or any physical examination or screening permitted or required under state law. [See policies EF and FFAA.]

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

REMOVING A STUDENT FROM INSTRUCTION OR EXCUSING A STUDENT FROM A REQUIRED COMPONENT OF INSTRUCTION

Human Sexuality Instruction

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

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

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

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

Lufkin ISD, in cooperation with the district School Health Advisory Council (SHAC), has selected the following curricula related to human sexuality. In grades 6, 7, and 8 students will use the "Worth the Wait" curriculum from Scott and White. More information can be accessed at http://www.sw.org/wellness-sexual-health/wellness-sexual-health or on the Lufkin ISD website www.lufkinisd.org. In grades 9-12 students will use the "Big Decisions" curriculum. More information can be accessed at http://www.bigdecisions.org or on the Lufkin ISD website at www.lufkinisd.org.

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. To remove your child from any part of this instruction at Lufkin Middle School, please complete the "opt out" form which is provided in the signature packet that you received along with the handbook. To remove your child from any part of this instruction at Lufkin High School, please return the letter/form provided by your child's health teacher. You may also choose to become more involved with the development of curriculum used for this purpose by becoming a member of the district's SHAC. Please see the campus principal for additional information.

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

You may request that your child be excused from recitation of a portion of the Declaration of Independence. State law requires students in social studies classes in grades 3–12 to recite a portion of the text of the Declaration of Independence during Celebrate Freedom Week, the week of September 17th, unless (1) you provide a written statement requesting that your child be excused, (2) the district determines that your child has a conscientious objection to the recitation, or (3) you are a representative of a foreign government to whom the United States government extends diplomatic immunity. [See policy EHBK (LEGAL).]

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

As a parent, you may request that your child be excused from participation in the daily recitation of the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. The request must be in writing. State law does not allow your child to be excused from participation in the required minute of silence or silent activity that follows. [See **Pledges of Allegiance and a Minute of Silence** on page 69 and policy EC (LEGAL).]

Religious or Moral Beliefs

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

Tutoring or Test Preparation

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

The school may also offer tutorial services, which students whose grades are below 70 will be required to attend. [Also refer to policies EC and EHBC and contact your student's teacher with questions about any tutoring programs provided by the school.]

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

Instructional Materials

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

You are also entitled to request that the school allow your child to take home any instructional materials used by the student.

If the school determines that sufficient availability exists to grant the request, the student must return the materials at the beginning of the next school day if requested to do so by the student's teacher.

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

Notices of Certain Student Misconduct to Noncustodial Parent

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

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

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

Student Records

Accessing Student Records

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

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

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

Authorized Inspection and Use of Student Records

A federal law, known as the Family Educational Rights and Privacy Act, or FERPA, affords parents and eligible students certain rights with respect to the student's education records. For purposes of student records, an "eligible" student is one who is 18 or older or who is attending an institution of postsecondary education. These rights, as discussed in this section as well as at **Objecting to the Release of Directory Information** on page 12, are:

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

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

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

Inspection and release of student records is primarily restricted to an eligible student or a student's parents—R—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 post-secondary institution, control of the records goes to the student. The parents may continue to have access to the records, however, if the student is a dependent for tax purposes and under limited circumstances when there is a threat to the health and safety of the student or other individuals.

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

- When district school officials have what federal law refers to as a "legitimate educational interest" in a student's records. School officials would include board members and employees, such as the superintendent, administrators, and principals; teachers, school counselors, diagnosticians, and support staff (including district health or district medical staff); a person or company with whom the district has contracted or allowed to provide a particular institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer); a parent or student serving on a school committee; or a parent or student assisting a school official in the performance of his or her duties. "Legitimate educational interest" in a student's records includes working with the student; considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities; compiling statistical data; reviewing an educational record to fulfill the official's professional responsibility to the school and the student; or investigating or evaluating programs.
- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S. Secretary of Education, TEA, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or other child welfare representatives, in certain cases.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school, school district/system, or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she is already enrolled.
- In connection with financial aid for which a student has applied or which the student has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school, in order to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses information, it is designated as directory information [See **Objecting to the Release of Directory Information** on page 12 for opportunities to prohibit this disclosure].

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

The principal OR superintendent is custodian of all records for currently enrolled students at the assigned school. The principal OR superintendent is the custodian of all records for students who have withdrawn or graduated. LISD FL Local states principal is custodian for currently enrolled and Super is withdrawn or graduated.

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

A parent or eligible student who provides a written request may obtain copies and may be required to pay copying costs of ten cents per page. 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 and principals' offices are found on pages 21-22.

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

Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the general complaint process found in policy FNG (LOCAL). A grade issued by a classroom teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district's grading policy. [See FINALITY OF GRADES at FNG (LEGAL), **Report Cards/Progress Reports and Conferences** on page 71, and **Complaints and Concerns** on page 37 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 at www.lufkinisd.org.

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

Teacher and Staff Professional Qualifications

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

STUDENTS WITH EXCEPTIONALITIES OR SPECIAL CIRCUMSTANCES

Children of Military Families

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

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

- Graduation requirements.

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. Prior principal approval is required, and make-up work must be completed as outlined

in the district or deployment activities may be excused by the district. Additional information may be found at Military Family Resources at the Texas Education Agency.

Parental Role in Certain Classroom and School Assignments

Multiple Birth Siblings

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

Safety Transfers/Assignments

As a parent, you may:

- Request the transfer of your child to another classroom or campus if your child has been determined by the campus principal to have been a victim of bullying as the term is defined by Education Code 37.0832. Transportation is not provided for a transfer to another campus. See the superintendent OR principal for information.
- Consult with the campus principal if your child has been determined by the district to have engaged in bullying and the board decides to transfer your child to another campus. Transportation is not provided for a transfer to another campus. [See **Bullying** on page 3, 0and 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 (the neighboring district must agree to accept a transfer request in this case) if your child has been the victim of a sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault. If the victim does not wish to transfer, the district will transfer the assailant in accordance with policy FDE.

Service/Assistance Animal Use by Students

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

Students in the Conservatorship of the State (Foster Care)

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

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

In addition, if a student in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, the student can request to receive a diploma from the previous district if he or she meets the criteria to graduate from the previous district.

For a student in the conservatorship of the state who is eligible for a tuition and fee exemption under state law and likely to be

in care on the day preceding the student's 18th birthday, the district will:

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

[See also **Credit by Examination For Advancement/Acceleration** on page 43, **Course Credit** on page 42, and **Students in Foster Care** on page 77 for more information.]

Students Who Are Homeless

Children who are homeless will be provided flexibility regarding certain district provisions, including:

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

If a student in grade 11 or 12 is homeless and transfers to another school district but does not meet the graduation requirements of the receiving district, the student can request to receive a diploma from the previous district if he or she meets the criteria to graduate from the previous district.

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

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

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

[See also **Credit by Examination for Advancement/Acceleration** on page 43, **Course Credit** on page 42, and **Homeless Students** on page 63 for more information.]

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

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

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

Special Education Referrals

If a parent makes a written request for an initial evaluation for special education services to the director of special education

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

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

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

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

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

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

Contact Person for Special Education Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is Kim Kassaw at (936) 630-4361.

Section 504 Referrals

Each school district must have standards and procedures in place for the evaluation and placement of students in the district's Section 504 program. Districts must also implement a system of procedural safeguards that includes notice, an opportunity for a parent or guardian to examine relevant records, an impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and a review procedure.

Contact Person for Section 504 Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is Kim Kassaw at (936) 630-4361.

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

- Legal Framework for the Child-Centered Special Education Process
- Partners Resource Network
- Special Education Information Center
- Texas Project FIRST

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

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

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

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

Students Who Speak a Primary Language Other than English

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

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

[See **English Learners** on page 51 and **Special Programs** on page 76.]

Students with Physical or Mental Impairments Protected under Section 504

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

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

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

[See **Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services** on page 19 and policy FB for more information.]

Lufkin ISD Campus Contact Information		
Primary Campuses		
Burley Yaneth Clifton, Principal yclifton@lufkinisd.org 936-639-3100 502 Joyce Lane, 75901 Kindergarten to 2nd Grade with Dual-Language Magnet	**Dunbar** Dorinda Wade, Principal dorwade@lufkinisd.org 936-630-4500 1807 Martin Luther King Jr. Dr., 75904 Kindergarten to 2nd Grade with Gifted and Talented Magnet	**Garrett** Cherree Hall, Principal chall@lufkinisd.org 936-634-8418 229 Leach, 75904 Pre-K (4-year olds)
Hackney Kelly Ford-Proutt, Principal kproutt@lufkinisd.org 936-634-3324 708 Lubbock, 75901 Pre-K (3-year olds)	**Herty** Jill Riggs, Principal jriggs@lufkinisd.org 936-639-2241 2804 Paul Avenue, 75901 Pre-K to 2nd Grade	**Kurth** Dana Bickley, Principal dbickley@lufkinisd.org 936-639-3279 521 York Avenue, 75901 Pre-K to 2nd Grade
	Trout Cindy Stewart, Principal cstewart@lufkinisd.org 936-639-3274 1014 Allendale, 75904 Pre-K to 2nd Grade	
Elementary Campuses		
Anderson Cindy Nerren, Principal cnerren@lufkinisd.org 936-632-5527 381 Champions Drive, 75901 3rd to 5th Grade	**Brandon** Pamela McClendon, Principal pdmcclendon@lufkinisd.org 936-632-5513 1612 Sayers, 75904 3rd to 5th Grade with Gifted and Talented Magnet	**Brookhollow** Amy Fain, Principal afain@lufkinisd.org 936-634-8415 1009 Live Oak, 75904 3rd to 5th Grade

Coston Starla Hill, Principal shill@lufkinisd.org 936-639-3118 707 Trenton, 75901 3rd to 5th Grade	**Slack** Danny Whisenant, Principal dwhisenant@lufkinisd.org 936-639-2279 1305 Fuller Springs Dr., 75901 2nd to 5th Grade with Dual-Language Magnet
Secondary Campuses	
Lufkin Middle School Andres Mijares, Principal acmijares@lufkinisd.org 936-630-4444 900 East Denman, 75901 6th to 8th Grade	**Lufkin High School** Dr. Andre Emmons Principal aemmons@lufkinisd.org 936-632-7721 309 S. Medford Dr., 75901 9th to 12th Grade
Alternative Campus	
ACE Alternative School Scott Walters, Principal lswalters@lufkinisd.org 936-630-4223 1121 Winston 8 Ranch Road, 75904	

Lufkin ISD Administrative Contact Information			
Superintendent Lynn Torres ltorres@lufkinisd.org 936-634-6696	**Deputy Superintendent** Kurt Stephens kstephen@lufkinisd.org 936-630-4257		
Executive Leadership			
Assistant Superintendent of Educ. Services/Accountability Shelly Slaton sslaton@lufkinisd.org 936-633-6145	**Assistant Superintendent of Administrative Services** Dr. Daniel Spikes dspikes@lufkinisd.org 936-630-4342	**Chief Financial Officer** Charlotte Bynum cbynum@lufkinisd.org 936-630-4355	
Executive Directors/Chief Technology Officer			
Communications and Public Relations Sheila Adams smadams@lufkinisd.org 936-633-6145	**Student Services** Cindy Tierney ctierney@lufkinisd.org 936-630-4272	**Technology** Brad Stewart bstewart@lufkinisd.org 936-630-4338	
Teaching and Learning Kathy Jost kjost@lufkinisd.org	**Special Services** Kim Kassaw kkassaw@lufkinisd.org 936-630-4361		
Directors			
Human Resource Services Hollie Beauchamp hbeauchamp@lufkinisd.org 936-630-4334	**Student Nutrition Services** Amanda Calk ajcalk@lufkinisd.org 936-634-7054	**Maintenance Services** Johnnie Ross jross@lufkinisd.org 936-632-3348	**Transportation Services** Wayne Grissom wgrissom@lufkinisd.org 936-632-7461

Health Services Jan Fulbright jfulbright@lufkinisd.org 936-633-7264	**Special Services** Irma Herrera iherrera@lufkinisd.org 936-630-4261	**Prof./Digital Learning** Stacey McCarty stmccarty@lufkinisd.org 936-630-4323	**Technology** Joshua Williams joshwilliams@lufkinisd.org 936-630-4348

Elementary Language Arts (3-5) Dr. Julie Madden jmadden@lufkinisd.org 936-630-4324	**Early Childhood** Kathy Thannisch kthannis@lufkinisd.org 936-630-4288	**Bilingual-ESL Services** Dr. Betsy Mijares bmijares@lufkinisd.org 936-630-4290	**Elementary Math (2-5)** Gabriele Keese gkeese@lufkinisd.org 936-630-4268
Science & Social Studies (5-12) Erin Kay ekay@lufkinisd.org 936-630-4341	**Advanced Academics** Alison Hillis ahillis@lufkinisd.org 936-630-4295		
District Specialists			
Bilingual Instructional Specialist Adriana Solis asolis@lufkinisd.org 936-633-7835	**Bilingual Parent Liaison** Hunter Robertson hnrobertson@lufkinisd.org 936-633-6496	**Deaf Education** Dora Trekell dtrekell@lufkinisd.org 936-630-4270	
Digital Learning Dr. Amanda Smith asmith@lufkinisd.org 936-630-4496	**Digital Learning** Misty Spencer maspencer@lufkinisd.org 936-630-4497	**Digital Learning** April Soderquist asoderquist@lufkinisd.org 936-630-4114	
Digital Learning April Sebesta asebesta@lufkinisd.org 936-630-4520	**Dyslexia** Alys Ray aray@lufkinisd.org 936-633-6231	**Social Worker** Tonja Akridge takridge@lufkinisd.org 936-630-4287	

SECTION II: OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS

Topics in this section of the Student Handbook contain important information on academics, school activities, and school operations and requirements. Take a moment with your child to become familiar with the various issues addressed in this section. It is organized in alphabetical order to serve as a quick-reference when you or your child has a question about a specific school-related issue. Where possible, the topics are also organized to alert you to the applicability of each topic based on a student's age or grade level. Should you be unable to find the information on a particular topic, please contact your child's campus.

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 and excessive tardies 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 and arrive at school/class on time. Two state laws — one dealing with the required presence of school-aged children in school, e.g., compulsory attendance, the other with how a child's attendance affects the award of a student's final grade or course credit — are of special interest to students and parents. They are discussed below.

Compulsory Attendance

Age 19 and Older

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

Ages 6–18

State law requires that a student between the ages of 6 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.

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

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

Prekindergarten and Kindergarten

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

Exemptions to Compulsory Attendance

All Grade Levels

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

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

As listed in Section I at **Children of Military Families** on page 17, absences of up to five days will be excused for a student to visit with a parent, stepparent, or legal guardian who has been called to duty for, is on leave from, or immediately returned from certain deployments. Please see page 17 for that section.

Secondary Grade Levels

In addition, a junior or a senior student's absence of up to two days per school year related to visiting a college or university will be considered an exemption, provided this has been authorized by the board under policy FEA(LOCAL), the student receives approval from the campus principal, follows the campus procedures to verify such a visit, and makes up any work missed.

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

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

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

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

Failure to Comply with Compulsory Attendance

All Grade Levels

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

Students with Disabilities

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

Age 19 and Older

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

Ages 6–18

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

The truancy prevention facilitator for the district is Tonja Akridge. The truancy prevention facilitator for Lufkin High School and Lufkin Middle School are Joe Martinez and Benita Bennett, respectively. If you have questions about your student and the effect of his or her absences from school, please contact the facilitator or any other campus administrator.

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

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

Attendance for Lufkin ISD (Kindergarten – Grade 12)

- Written notes from parents for illness will be accepted as "excused" for five absences per semester.
- Any further absences for illness will only be excused with a doctor's note.
- After three unexcused absences, a truancy letter will be sent to parents.
- Absences other than for illness could be excused or unexcused as determined by the principal. Examples of excused absences are: funeral, family emergency (explained) or other possible extenuating circumstance.
- Following ten unexcused absences, parents are sent a court letter summoning them to appear before the judge. Please remember that a court summons means that a maximum number of days have been missed by the student. State law requires that the district consider revoking all class credit for the year after a student has missed 10% (usually 15-18 days) depending on the length of the current school year.

Truancy

The handbook addresses truancy under attendance. In addition to the recognized Lufkin ISD truancy rules, the school district will only allow up to five "excused by parent note" absences per semester beginning the first day of school. Valid doctor's excuses written by the doctor, hospital, medical clinic, or executor (i.e., doctor's secretary or anyone approved by the doctor to write a

note) will be accepted. Lufkin ISD administrators will follow up on these notes to confirm their validity.

Any absence will require the student to bring an excuse within five school days of returning to school. After those five days have expired, the student's absence will be recorded as permanently unexcused. Under extreme situations an administrator may override this measure, but only after the situation has been reviewed and deemed extreme.

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

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

If a student attends less than 75 percent of the days a class is offered or has not completed the plan approved by the principal,

then the student will be referred to the attendance review committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade lost because of absences. [See policy at FEC.]

All absences, whether excused or unexcused, must be considered in determining whether a student has attended the required percentage of days. The attendance committee will use the following guidelines in determining extenuating circumstances for absences:

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

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

Official Attendance-Taking Time (All Grade Levels)

The district must submit attendance of its students to the Texas Education Agency (TEA) reflecting attendance at a specific time every day. The time varies by level between 9:40 a.m. and 10 a.m. A student who is absent for any portion of the day, including at the official attendance-taking time, should follow the procedures below to provide documentation of the absence.

Documentation after an Absence (All Grade Levels)

When a student is absent from school, the student—upon arrival or return to school—must bring a note, signed by the parent that describes the reason for the absence. A note signed by the student, even with the parent's permission, will not be accepted unless the student is 18 or older or is an emancipated minor under state law.

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

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

Upon return to school, a student absent for more than four 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 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's License Attendance Verification (Secondary Grade Levels Only)

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

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

ACADEMIC DISHONESTY

The Lufkin Independent School District achieves higher levels of performance through clearly defined goals with high expectations for all students. One of the key expectations for all students is honesty. A school system that condones cheating, either by overlooking it or by treating it lightly, is not promoting honesty in its students. In order to maintain our district's commitment of "high expectations for all students" and to help our "students be successful in life", there is zero tolerance for cheating.

Lufkin Middle School Academic Dishonesty Policy

Definition of Cheating:

- Copying another person's work or allowing another to copy one's work
- Using cheat notes on a quiz, test, lab, etc.
- Looking at another student's paper during a quiz, test, project, lab or any other independent assignment (unless otherwise stated)
- Asking another student for answers in any form (note, cell phone, etc.)
- Plagiarizing or receiving aid from any outside source unless otherwise stated in the assignment instructions.
- Taking/copying/pasting words, phrases, sentences, paragraphs, whole essays from the Internet or any other source and claiming it as one's own original work. This goes for **all** writing assignments; essays, short answer responses, etc. Students MUST give proper credit and document the use of someone else's thoughts and opinions.

***All electronic submissions via an online platform or email are subject to the above definitions and following consequences.*

How to Avoid Cheating/Plagiarism:

- Put notes completely away before a test or quiz.
- Do not talk or whisper during a quiz or test. If you have a question, raise your hand and ask your teacher. Better to be safe than sorry.
- Stay focused on your own paper.
- Do not open your bag once the test has begun unless you ask your teacher first.
- No bathroom trips during the quiz or test.
- Cell phones and all other devices must not be visible at any time during the quiz or test. Your teacher may even ask that you put it in your bag and place the bag at the front of the room.
- Do not use a word, phrase, sentence, paragraph, or essay from the internet and claim it as your own for ANY assignment. If you see something you want to use, give credit to the source. Ask your teacher how to do this.

What Will Happen to Students Caught Cheating?

First Cheating Offense: Cheating on ANY assignment or assessment--online or in-person--including, but not limited to: homework, quizzes, lab reports, essays, projects, examinations, tests, research papers, etc.

Consequences:

Non-negotiable:

- Grade of zero that COULD be replaced with an alternative assignment graded up to a 70
- **MUST redo the assignment. (Time and place is at the discretion of the teacher or grade level principal)**
- Discipline notice sent to principal; counselor referral (could lead to exclusion from National Junior Honor Society)
- Parent notification by the teacher
- Extracurricular sponsor or coach notification (if applicable)

All Subsequent Cheating Offenses:

Consequences:

Non-negotiable:

- Grade of zero that could be replaced with an alternative assignment graded up to a 60
- **MUST** redo the assignment/retake the test within a week or before the end of the grading period, whichever occurs first.
- Discipline notice sent to principal; counselor referral (could lead to exclusion from National Junior Honor Society)
- Parent notification
- Extracurricular sponsor or coach notification (if applicable)

Lufkin High School Academic Dishonesty Policy

Definition of Cheating:

- Copying another person's work or allowing another to copy one's work
- Using cheat notes on a quiz, test, lab, etc.
- Looking at another student's paper during a quiz, test, project, lab or any other independent assignment (unless otherwise stated)
- Asking another student for answers in any form (note, cell phone, etc.)
- Plagiarizing or receiving aid from any outside source unless otherwise stated in the assignment instructions.
- Taking/copying/pasting words, phrases, sentences, paragraphs, whole essays from the Internet or any other source and claiming it as one's own original work. This goes for **all** writing assignments; essays, short answer responses, etc. Students MUST give proper credit and document the use of someone else's thoughts and opinions.

All electronic submissions via an online platform or email are subject to the above definitions and following consequences.

How to Avoid Cheating/Plagiarism:

- Put notes completely away before a test or quiz.
- Do not talk or whisper during a quiz or test. If you have a question, raise your hand and ask your teacher. Better to be safe than sorry.
- Stay focused on your own paper.
- Do not open your bag once the test has begun unless you ask your teacher first.
- No bathroom trips during the quiz or test.
- Cell phones and all other devices must not be visible at any time during the quiz or test. Your teacher may even ask that you put it in your bag and place the bag at the front of the room.
- Do not use a word, phrase, sentence, paragraph, or essay from the internet and claim it as your own for ANY assignment. If you see something you want to use, give credit to the source. Ask your teacher how to do this.

What Will Happen to Students Caught Cheating?

First Cheating Offense: Cheating on ANY assignment or assessment--online or in-person--including, but not limited to: homework, quizzes, lab reports, essays, projects, examinations, tests, research papers, discussion boards, etc.

Consequences:

Non-negotiable:

- Grade of zero that COULD be replaced with an alternative assignment graded up to a 70
- **MUST redo the assignment – in tutorials or Lunch and Learn**
- Discipline notice sent to principal (could lead to exclusion from National Honor Society)
- Parent notification by the teacher

Additional consequences that could occur

- Extra-curricular sponsor or coach notification
- No letters of recommendation for scholarships/college applications

All Subsequent Cheating Offenses

Consequences:

Non-negotiable:

- Grade of zero that COULD be replaced with an alternative assignment graded up to a 50
- **MUST** redo the assignment/retake the test within a week or before the end of a grading period, whichever occurs first. **Redo must occur during tutorials or Lunch and Learn**
- Discipline notice sent to principal (could lead to exclusion from National Honor Society)
- Parent notification

Additional consequences that could occur

- Extra-curricular sponsor or coach notification
- No letters of recommendation for scholarships/college applications

***Campus administration will utilize discretion as needed pertaining to academic dishonesty ***

ACCOUNTABILITY UNDER STATE AND FEDERAL LAW (All Grade Levels)

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

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

Information about all of these can be found on the district's website at www.lufkinisd.org. Hard copies of any reports are available upon request to the district's administration office. TEA also maintains additional accountability and accreditation information at the TEA Performance Reporting Division and the TEA homepage.

ACADEMIC PROGRAMS

The school counselor provides students and parent's information regarding academic programs to prepare for higher education and career choices. [For more information, see **Academic Counseling** on page 41 of this handbook and policy EIF.]

Early College High School (ECHS)

The Lufkin ISD ECHS is an innovative high school that provides students with up to 60 college credit hours toward either an associate's degree or a bachelor's degree at no cost to the student while receiving a high school diploma.

ARMED SERVICES VOCATIONAL APTITUDE BATTERY TEST

A student in grades 10-12 will be offered an opportunity to take the Armed Services Vocational Aptitude Battery test and consult with a military recruiter. Please contact the campus counselling department for information about this opportunity.

AWARDS AND HONORS (All Grade Levels)

The district offers many awards and honors for their students.

Lufkin Middle School Honor Roll

Lufkin Middle School prepares two honor rolls at the end of each grading period. Students qualify for the first honor roll by receiving a grade of ninety (90) or above in all subjects. Students qualify for the second honor roll by receiving grades of ninety (90) or above with no more than two grades of eighty (80). Two thirds of all courses must be regular or advanced work. Content modified courses will be evaluated individually.

National Honor Society (NHS)

The ideals of the National Honor Society (NHS) are scholarship, service, leadership, and character. To be selected as a member of NHS, a student must be judged as outstanding in all four of these areas. Once a student becomes a member of NHS, he or she must continue to exhibit these four qualities.

To be a candidate for National Honor Society, a student must be a second term junior or a senior at Lufkin High School, the equivalent of one term immediately prior to the selection period. LISD board policy requires a student to have a cumulative grade point average (including all high school credits) of at least 95% on a 100% grading scale. To be a candidate a student must also receive a discipline clearance. Each candidate will submit a Student Activity Information Form, which will list involvement in clubs and other school activities, community awards received, and other information, which can be used to assess the candidate's service, leadership, and character. To sustain membership a student must complete 10 hours of school related service.

National Junior Honor Society (NJHS) – Lufkin Middle School

To be a candidate for National Junior Honor Society, a student must be a 7th or 8th grader who has a cumulative scholastic grade point average (beginning at grade 6) of at least 94% on a 100% grading scale as listed in current LISD board policy. Candidates shall be evaluated on the basis of service, leadership, character, and citizenship. The selection of each member shall be by a majority vote of the faculty council.

Lufkin Primary/Elementary Schools

Primary/elementary schools may hold nine-week ceremonies at principal discretion. In addition, the school district recently established an Elementary Honor Society for students who demonstrate excellence in academics.

BULLYING (All Grade Levels)

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

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

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

The district is required to adopt policies and procedures regarding:

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

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

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

A student may anonymously report an alleged incident of bullying by completing the form which may be accessed at http://www.lufkinisd.org.

The administration will investigate any allegations of bullying or other related misconduct and take appropriate disciplinary action if bullying has occurred. 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. [See **Safety Transfers/Assignments** on page 18.]

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 at http://www.lufkinisd.org/.

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

[See **Safety Transfers/Assignments** on page 18**, Dating Violence, Discrimination, Harassment, and Retaliation** on page 44, **Hazing** on page 60, policy FFI, and the district improvement plan, a copy of which can be viewed in the campus office.]

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

The district offers career and technical education programs in the following areas: Agriculture, Food, and Natural Resources; Business Management and Education; Finance; Marketing; Arts, Audio/Video Technology; Information Technology; Manufacturing; Transportation; Architecture and Construction; STEM; Human Science and Services; Education and Training; Hospitality; Health Science; and Law and Public Safety. Admission to these programs is based on interest and aptitude, age appropriateness, class space, and availability.

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

The district will take steps to assure that lack of English language skills will not be a barrier for admission and participation in all educational and vocational programs. [See Nondiscrimination Statement the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator, who will address allegations of discrimination.]

CELEBRATIONS (All Grade Levels)

Although a parent or grandparent is not prohibited from providing food for a school-designated function or for children in the child's or grandchild's classroom for his or her birthday, please be aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to discuss this with the child's teacher prior to bringing any food in this circumstance. Occasionally, the school or a class may host certain functions or celebrations tied to the curriculum that will involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers for bringing food products. [See **Food Allergies** on page 61.]

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

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

Warning Signs of Sexual Abuse

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

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.

Warning Signs of Trafficking

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

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

Possible warning signs of sexual trafficking in children include:

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

Additional warning signs of labor trafficking in children include:

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

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

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

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

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

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

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

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

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

- Child Welfare Information Gateway Factsheet
- KidsHealth, For Parents, Child Abuse
- Texas Association Against Sexual Assault, Resources
- Office of the Texas Governor's Child Sex Trafficking Team
- Human Trafficking of School-aged Children
- National Center of Safe Supportive Learning Environments: Child Labor Trafficking

Reports of abuse or neglect may be made to: The Child Protective Services (CPS) division of the Department of Family and Protective Services (DFPS) (1-800-252-5400 or on the web at Texas Abuse Hotline Website.

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

Valedictorian and salutatorian will be determined as the top two ranking seniors by grade point average, respectively. Grade point averages will be carried out to the decimal place sufficient to determine a first and second place in class rank. To be eligible for valedictorian and salutatorian designation, a student must be continuously enrolled at Lufkin High School for their final two years.

Any student graduating with DISTINCTION must meet the following standards.

- Summa Cum Laude students have a GPA of 98.0 and up.
- Magna Cum Laude students have a GPA between 97.9 and 94.0.

- Cum Laude students have a GPA between 93.9 and 90.0.

The Weighted Grade Point Average (WGPA) will be:

- used to determine class rank;
- released periodically by the counselor's office;
- placed on the front of transcripts, scholarship applications;
- reported to colleges

Evaluation of student effort will be by numerical grades. Numerical grades received will appear on the transcript and reporting forms. All grades, excluding concurrent courses, are used in determining GPA (grade point average) and class rank. Numerical grades are averaged with the weighted GPA determining class rank. The course weighting system is a multiplier of .9 for content modified courses, 1.0 for regular courses, 1.08 for courses, and 1.14 for AP courses and dual credit courses. If the student does not take the AP examination, the grade will be weighted 1.08. [For further information, see policy EIC.]

CLASS SCHEDULES (Secondary Grade Levels Only)

All students are expected to attend school for the entire school day and maintain a class/course schedule to fulfill each period of the day.

Primary/elementary class schedules will be provided by campus principals. [See **Lufkin High School** on page 36 for information related to student requests to revise their course schedule.]

Lufkin Middle School

2021-2022 Daily Schedule

Bell Rings at 8:05; Classes Begin with Announcements at 8:10

Regular Schedule		
6th Grade	**7th Grade**	**8th Grade**
1st Period 8:10 - 9:20	1st Period 8:10 - 8:55 (Elective)	1st Period 8:10 - 9:20
2nd Period 9:25 - 10:30	2nd Period 9:00 - 10:05	2nd Period 9:25 – 10:35
3rd Period 10:35 - 11:20 (Elective)	3rd Period 10:10 – 11:15	Lunch 10:35 - 11:05
Lunch 11:20 - 11:50	4th Period 11:20 - 12:25	3rd Period 11:10 - 12:15
4th Period 11:55 - 12:40	Lunch 12:25 - 12:55	4th Period 12:20 – 1:25
5th Period 12:45 - 1:50	5th Period 1:00 - 1:45 (Elective)	5th Period 1:30 – 2:05 (PAWS)
6th Period 1:55 - 2:35 (PAWS)	6th Period 1:50 – 2:30 (PAWS)	6th Period 2:10 - 2:55 (Elective)
7th Period 2:40 - 3:45	7th Period 2:35 – 3:45	7th Period 3:00 - 3:45 (Elective)

Pep Rally Schedule		
6th Grade	**7th Grade**	**8th Grade**
1st Period 8:10 - 9:20	1st Period 8:10 - 8:55 (Elective)	1st Period 8:10 - 9:20
2nd Period 9:25 - 10:30	2nd Period 9:00 - 10:05	2nd Period 9:25 - 10:35
3rd Period 10:35 - 11:20 (Elective)	3rd Period 10:10 - 11:15	Lunch 10:35 - 11:05
Lunch 11:20 - 11:50	4th Period 11:20 - 12:25	3rd Period 11:10 - 12:25
4th Period 11:55 - 12:40 (Elective)	Lunch 12:25 - 12:55	4th 12:30 - 1:45
5th Period 12:45 - 1:50	5th Period 1:00 - 1:45 (Elective)	6th Period 1:50 - 2:25 (Elective)
7th 1:55 - 3:00	7th Period 1:50 - 3:00	7th Period 2:30 - 3:00 (Elective)
Pep Rally 3:05 – 3:45		

12:45 Dismissal Schedule		
6th Grade	**7th Grade**	**8th Grade**
1st Period 8:10 - 8:55	1st Period 8:10 - 8:40 (Elective)	1st Period 8:10 - 8:50
2nd Period 9:00 - 9:40	2nd Period 8:45 – 9:25	2nd Period 8:55 – 9:35
3rd Period 9:45 - 10:10 (Elective)	3rd Period 9:30 – 10:15	3rd Period 9:40 – 10:20
4th Period 10:15 – 10:40 (Elective)	4th Period 10:20 – 11:00	Lunch 10:20 - 10:50
5th Period 10:45 – 11:25	5th Period 11:05 - 11:30 (Elective)	4th Period 10:55 - 11:35
7th Period 11:30 - 12:10	Lunch 11:30 - 12:00	6th Period 11:40 - 12:05 (Elective)
Lunch 12:10 - 12:40	7th Period 12:00 - 12:45	7th Period 12:10 - 12:45 (Elective)

After the scheduled dates to officially change schedules have passed, the following reasons to change a schedule will be allowed: 1) Technical errors, 2) Prerequisite classes missing, 3) Course not in sequence. Students must complete an official schedule change form from the Counseling Center.

LHS Regular Bell Schedule					
1st Period			8:10 - 9:25		
2nd Period			9:30 - 10:45		
3rd Period			10:50 - 12:50		
A-Lunch	10:50 - 11:15	B-Class	10:50 – 11:30	C-Class	10:50 – 12:20
A-Class	11:20 - 12:50	B-Lunch	11:35 – 12:00	C-Lunch	12:25 – 12:50
		B-Class	12:05 – 12:50		
4th Period			12:55 – 2:25		
5th Period			2:30 – 3:45		
LHS Enrichment/Advisory Bell Schedule					
1st Period			8:10 - 9:25		
2nd Period			9:30 - 10:45		
Enrichment/Advisory			10:50 - 11:20		
3rd Period			11:25 - 1:10		
A-Lunch	11:25 - 11:50	B-Class	11:25 – 12:00	C-Class	11:25 – 12:40
A-Class	11:55 - 1:10	B-Lunch	12:05 – 12:30	C-Lunch	12:45 – 1:10
		B-Class	12:35 – 1:10		
4th Period			1:15 – 2:25		
5th Period			2:30 – 3:45		

COLLEGE/UNIVERSITY ADMISSIONS & FINANCIAL AID (Secondary Grades Only)

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

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

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 2022 terms or spring 2023 term, the University will admit the top six percent of the high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

Should a college or university adopt an admissions policy that automatically accepts the top 25 percent of a graduating class, the provisions above will also apply to a student ranked in the top 25 percent of his or her class.

Upon a student's registration for his or her first course that is required for high school graduation, the district will provide written notice concerning automatic college admission, the curriculum requirements for financial aid, and the benefits of completing the requirements for automatic admission and financial aid. Parents and students will be asked to sign an acknowledgment that they received this information.

Students and parents should contact the school counselor or "Career College/Go Center" for further information about automatic admissions, the application process, and deadlines.

[See **Class Rank/Highest Ranking Student** on page 33 for information specifically related to how the district calculates a student's rank in class and requirements for **Graduation** on page 54 for information associated with the foundation graduation program].

[See **Students in the Conservatorship of the State (Foster Care)** on page 77 for information on assistance in transitioning to higher education for students in foster care.]

COLLEGE CREDIT COURSES (Secondary Grade Levels Only)

Certain approved courses taken through Angelina College/Stephen F. Austin State University earn both high school and college credit simultaneously. Students who desire high school credit for college courses must declare their intent in writing with the appropriate school counselor prior to enrollment in the college courses. Students must complete an application and meet the entrance requirements of the college; students must have passed the previous STAAR end-of-course assessment. An end-of-course assessment may be required for graduation. Fees are paid by the student.

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.

COMMUNICATIONS - AUTOMATED

Emergency

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

[See **Safety** on page 71 for information regarding contact with parents during an emergency situation.]

Non-emergency

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

COMPLAINTS AND CONCERNS (All Grade Levels)

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

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

CONDUCT (All Grade Levels)

Applicability of School Rules

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

Campus Behavior Coordinator

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

- Lufkin High School – Harlan Neal, Associate Principal
- Lufkin Middle School – Gina Green, Director of Middle School Student Services
- ACE Alternative School – Scott Walters, Principal
- Anderson Elementary School – Drew Huffty, Associate Principal
- Brandon Elementary School – Susan Liles, Assistant Principal
- Brookhollow Elementary School – Tarsha Henderson, Assistant Principal
- Burley Primary School – Julie Palacios, Assistant Principal
- Coston Elementary School – Joshua Slack, Assistant Principal
- Dunbar Primary School – Denetra Slaughter, Assistant Principal
- Garrett Primary School – Darlene Mosley, Assistant, Principal
- Hackney Primary School – Kelly Ford-Proutt, Principal
- Herty Primary School - Amanda Gentry, Assistant Principal
- Kurth Primary School – Roxie Nash, Assistant Principal
- Trout Primary School – Ayanna Hamilton, Assistant Principal
- Slack Elementary School – Angelica Palacios, Assistant Principal

Lufkin High School Discipline Plan

1. Individual teacher action/s (student conference, parent contact, etc.)
2. Referral to Assigned Discipline Officer:
    a. Student will be assigned 1-2 A.M. or P.M. Detentions and/or Re-focus
    b. Students are required to do school work during this time
    c. Missing a day of detention without administrator approval will result in the student receiving additional disciplinary action
3. Referral to Assigned Discipline Officer:
    a. Student will be assigned 3 A.M. or P.M. Detentions and/or Re-focus
    b. Parent Phone/In-Person conference with student's assigned discipline officer
    c. Students are required to do school work during this time
    d. Missing a day of detention without administrator approval will result in the student receiving additional disciplinary action
4. Referral to Assigned Discipline Officer:
    a. Student will be assigned 1 day of In-School Suspension (ISS) and/or Friday Afternoon Detention.
    b. Parent Phone/In-Person conference with student's assigned discipline officer.
    c. Assigned work must be completed satisfactorily and approved by the ISS supervisor before being released from ISS.
5. Referral to Assigned Discipline Officer:
    a. Student will be assigned 2 days of In-School Suspension (ISS).
    b. Parent Phone/In-Person conference with student's assigned discipline officer
    c. Student will be referred to their grade level counselor
    d. Assigned work must be completed satisfactorily and approved by the ISS supervisor before being released from ISS

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6. Referral to Assigned Discipline Officer:
    a. Student will be assigned 2-3 days of In-School Suspension (ISS).
    b. Parent Phone/In-Person conference with student's assigned discipline officer
    c. Assigned work must be completed satisfactorily and approved by the ISS supervisor before being released from ISS
    d. Discipline ARD called (if applicable)
7. Referral to Assigned Discipline Officer:
    a. Student will be assigned to 1 day of Out of School Suspension (OSS).
    b. Parent Phone/In-Person conference is required prior to re-admission to school
8. Alternate placement or expulsion:
    a. Placement at our ACE campus will be a minimum of 30 school days and a maximum of 120 school days upon review.

Disclaimer:

The discipline interventions listed above are not necessarily in progressive order. Campus Discipline Officers (Administrators/Principals) have the authority to utilize administrator discretion to modify behavior interventions that are appropriate for student discipline offenses.

Lufkin Middle School Discipline Plan

1. Documented individual teacher actions on Teacher Intervention Form (successful parent contact, student/teacher conference, positive behavior support, detention, etc.).
2. Referral to Assistant Principal:
    a. After School Detention, Saturday Detention, Refocus Center, or Council by Principal (depending on severity of offense)
    b. Students are required to do school work during this time
    c. Parent conference (phone/in-person) with grade level principal
3. Referral to Assistant Principal:
    a. After School Detention, Saturday Detention, Refocus Center, or 1 day ISS (dependent on severity of offense)
    b. Students are required to do school work during this time
    c. Parent conference (phone/in-person) with grade level principal
4. Referral to Assistant Principal: Administrator will refer to grade level counselor (if applicable)
    a. Saturday Detention, Refocus Center, or 1-2 days of ISS (dependent on severity of offense)
    b. Students are required to do school work during this time
    c. Parent conference (phone/in-person) with grade level principal
5. Referral to Assistant Principal: Administrator will refer to grade level counselor
    a. Saturday Detention, Refocus Center, or 1-2 days of ISS (dependent on severity of offense)
    b. Students are required to do school work during this time
    c. Parent conference (phone/in-person) with grade level principal
    d. Notify SPED office/504 coordinator for review
6. Referral to Assistant Principal:
    a. Saturday Detention, Refocus Center, or 1-3 days of ISS (dependent on severity of offense)
    b. Student are required to do school work during this time
    c. Parent conference (phone/in-person) with grade level principal
7. Referral to Assistant Principal:
    a. Refocus Center, or 1-3 days of ISS (dependent on severity of offense)
    b. Students are required to do school work during this time
    c. Parent conference (phone/in-person) with grade level principal
8. Referral to Assistant Principal:
    a. Refocus Center, 1-3 days of ISS, or 1 day of OSS (dependent on severity of offense)
    b. Student are required to do school work during this time
    c. Parent conference (phone/in-person) with grade level principal to discuss alternative placement
9. Referral to Assistant Principal:
    a. Refocus Center, If student is 504/SPED, call a discipline meeting
    b. Referral to Alternative School
    c. Placement at our ACE campus will be a minimum of 30 school days and a maximum of 120 school days upon review

Disclaimer: The discipline interventions listed above are not necessarily in progressive order. Campus Discipline Officers (Administrators/Principals) have the authority to utilize administrator discretion to modify behavior interventions that are appropriate for student discipline offenses.

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.

Skateboarding

Skateboards are not allowed on any campus at any time. Any violation of this policy will result in the student's board being confiscated and returned only to the parent. If a second offense occurs, the board becomes property of the school.

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. The District does not permit a student suspended, placed in a DAEP or expelled to attend any school-sponsored or school-related activity.

A student attending a social event will be asked to sign out when leaving before the end of the event; anyone leaving before the official end of the event will not be readmitted. Please contact the campus principal if you are interested in serving as a chaperone for any school social events.

COUNSELING

The district has a comprehensive school counseling program that includes:

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

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

Academic Counseling

Elementary and Middle/Junior High School Grade Levels

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

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

High School Grade Levels

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

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

Personal Counseling (All Grade Levels)

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, emotional or mental health issues, or substance abuse. A student who wishes to meet with the school counselor should make an appointment or visit the counseling center to meet with their class counselor. As a parent, if you are concerned about your child's mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance. [Also see **Suicide Awareness** on page 78.]

[See **Child Sexual Abuse, Trafficking, and Other Maltreatment of Children** on page 32 and **Dating Violence** on page 44.]

CAREER COLLEGE / GO CENTER

The Career College/Go Center is located near the front of the school and has laptop computers to help students access information on testing, colleges, careers, scholarships and financial aid. Other resources available are pamphlets and material on military options, college catalogues; Apply Texas applications for Texas colleges, and financial aid material in Spanish and English. Freshmen, Sophomores, and Juniors should begin collecting information on testing, possible colleges and should take an interest Inventory. Juniors should take the ACT or SAT if they plan to attend a four-year college. Fee waivers are available for qualifying students. Every senior can complete the computerized Free Application for Student Aid (FAFSA) for possible Pell Grants, Work Study, loans and scholarships. This service is free of charge and students should be cautious of companies who charge for this service. Students who qualify for federal aid and graduate with a Recommended or Distinguished Plan may be eligible for a Texas Grant to be used at public or private universities, community colleges and technical schools. The College Go Center welcomes parents. Appointments are encouraged.

COURSE CREDIT (Secondary Grade Levels Only)

A student in grades 9–12 or in a lower grade when a student is enrolled in a high school credit-bearing course will earn credit for a course only if the final grade is 70 or above. For a two-semester (1 credit) course, the student's grades from both semesters will be averaged and credit will be awarded if the combined average is 70 or above. Should the student's combined average be less than 70, the student will be awarded credit only for the half (semester) with the passing grade.

CREDIT BY EXAMINATION—If a Student Has Taken the Course/Subject (All Grade Levels)

A student who has previously taken a course or subject—but did not receive credit or a final grade for it—may, in circumstances determined by the principal or attendance committee, be permitted to earn credit by passing an examination approved by the district's board of trustees on the essential knowledge and skills defined for that course or subject. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a 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."

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

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

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

A student will be permitted to take an examination to earn credit for an academic course or subject area for which the student has had no prior instruction (i.e., for advancement, or to accelerate to the next grade level). The examinations offered by the district are approved by the district's board of trustees. The dates on which examinations are scheduled during the 2021-2022 school year will be published in appropriate district publications and on the district's website. The only exceptions to the published dates will be for any examinations administered by another entity besides the district or if a request is made outside of these time frames by a student experiencing homelessness or by a student involved in the foster care system. When another entity administers an examination, a student and the district must comply with the testing schedule of the other entity. During each testing window provided by the district, a student may attempt a specific examination only once.

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

Kindergarten Acceleration

A child who is five years old at the beginning of the school year may be assigned initially to grade 1 rather than kindergarten. Criteria for acceleration may include:

- Scores on readiness tests or achievement tests that may be administered by appropriate District personnel.
- Recommendation of the kindergarten or preschool the student has attended.
- Chronological age and observed social and emotional development of the student.
- Other criteria deemed appropriate by the principal and Superintendent.

Students in Grades 1–5

A student in elementary school will be eligible to accelerate to the next grade level if:

- the student scores at least 80 on each examination in the subject areas of language arts, mathematics, science, and social studies,
- a district administrator recommends that the student be accelerated, and
- the student's parent gives written approval of the grade advancement.

Students in Grades 6–12

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

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

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

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

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

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishment or unwarranted grade reduction. 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 other appropriate district officials to whom to make a report.

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

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

Investigation of Report

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

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

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

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

All involved parties will be notified of the outcome of the district investigation within the parameters and limits allowed under the Family Educational Rights and Privacy Act (FERPA). A student or parent who is dissatisfied with the outcome of the investigation may appeal in accordance with policy FNG (LOCAL).

DISCRIMINATION

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 44.]

DISTANCE LEARNING

All Grade Levels

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

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

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

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

Depending on the TxVSN course in which a student enrolls, the course may be subject to the "no pass, no play" rules. [Also see **Extracurricular Activities, Clubs, and Organizations** on page 50.] 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.

A copy of policy EHDE will be available to parents of middle and high school students online at www.lufkinisd.org. If you have any questions about this policy, please contact Lufkin High School's Director of Counseling Services at 936-630-4116.

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

School Materials

Publications prepared by and for the school may be posted or distributed, with the prior approval of the principal, sponsor, or teacher. Such items may include school posters, brochures, flyers, etc. The school newspaper, *Panther Growls*, and the yearbook, *Fang*, are available to students. All school publications are under the supervision of a teacher, sponsor, and the principal.

Non-school Materials

From Students

Students must obtain prior approval from the campus principal or designee before selling, posting, circulating, or distributing all copies of written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any non-school material must include the name of the sponsoring person or organization. The decision will be made within two school days. Contact the building principal for the designated location for approved non-school materials to be placed for voluntary viewing by students. [See policies at FNAA.]

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

From Others

Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials not sponsored by the district or by a district-affiliated school-support organization will not be sold, circulated, distributed, or posted on any district premises by any district employee or by persons or groups not associated with the district, except as permitted by policy GKDA. To be considered for distribution, any 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 Executive Director of Communications for prior review. The Executive Director will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies at DGBA or GF.]

Each campus principal shall designate the location for approved non-school materials to be placed for voluntary viewing or collection.

Prior review will not be required for:

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

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

DRESS AND GROOMING-LISD DRESS CODE

School uniforms are not required this school year to ease the burden of buying new clothing for students when access to shopping is limited. Students may wear uniforms they currently have. There is no need to purchase new clothes that are in compliance with the following dress code, if you currently have them.

PRE-K-8th DRESS CODE		
CLOTHING ITEM	**COMMENTS**	
Dress, skirts, all split garments, shorts	With arms held at sides, fingertips cannot extend past hem or split; no excessively tight clothing	
Leggings and tights	Allowed with a shirt/top that is fingertip length or longer	
Pants/shorts	Holes must be fingertip length or below	Must be fitting at the waist. (“sagging” NOT allowed)
Shirts/pants	No see-through or provocative clothing; midriff must be covered at all times	No tight clothing (i.e., shorts or pants)
Shoes:	House shoes are not allowed, and shoes must have backs; proper shoes need to be brought for PE	

The following items are NOT allowed:

- hats, caps rakes, picks, hoods, bandanas
- apparel promoting or relating to tobacco, alcohol, including beer and whiskey, or drugs
- apparel with any symbol, gang reference, emblem, picture, word or slogan, including suggestive or racially related items
- dark glasses/sunglasses unless medically prescribed with a note on file from a physician
- apparel designed as underwear may not be worn as an outer garment
- house shoes, pajamas, sleepwear-no blankets at Lufkin Middle School
- extreme hairstyles, distracting makeup or piercings/mouthpieces

LUFKIN HIGH SCHOOL DRESS CODE		
CLOTHING ITEM	**COMMENTS**	
Dress, skirts, all split garments, shorts	With arms held at sides, fingertips cannot extend past hem or split; no excessively tight clothing	
Tank tops	Midriffs must be covered at all times	Must be three inches in width at shoulder
Leggings and tights	Allowed with a shirt/top that is fingertip length or longer	Appropriate shirt/top must be worn with tights, shorts, pants. Shirt/top must be fingertip length or longer
Pants/shorts/biker shorts	Holes must be fingertip length or below, shorts must be fingertip length or below	Must be fitting at the waist. ("sagging" NOT allowed)
Shirts/pants	No see-through or provocative clothing	No tight clothing (i.e., shorts or pants)
Shoes	House shoes are not allowed	
All students are required to have a student identification card. Students must carry their ID card with them at school and school events. When requested by a staff member, students are required to show their ID card. Failure to do so will result in disciplinary action. Student ID cards are provided during student registration. Replacement cost for a lost ID card will be $3.00. ID cards are required in the attendance office, library, cafeteria, and school events. In addition, ID cards are required when checking out textbooks and purchasing items such as event tickets and yearbooks.		

The following items are NOT allowed:

- hats, caps rakes, picks, hoods, bandanas, hair bonnets or any head coverings
- apparel promoting or relating to tobacco, alcohol, including beer and whiskey, or drugs
- apparel with any symbol, gang reference, emblem, picture, word or slogan, including suggestive or racially related items
- dark glasses/sunglasses unless medically prescribed with a note on file from a physician
- apparel designed as underwear may not be worn as an outer garment
- house shoes, pajamas, sleepwear-no blankets at Lufkin High School
- extreme hairstyles, distracting makeup or piercings/mouthpieces

It is impractical to list every possibility of dress and grooming. It shall be the responsibility of the professional staff to determine the appropriateness of attire for all school occasions. If the principal determines that a student's grooming or clothing violates the school's dress code, the student will be given an opportunity to correct the problem at school. A parent or designee may be required to bring 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. [For further information, see policies at FM and FO.]

ACE Alternative School Dress Code

The following dress requirements are to be followed by all students assigned to the ACE Alternative School. All students will be dressed according to the dress code from the time they board the school bus or leave home until they leave the bus or return home at the end of the school day.

- All Lufkin High School students in the 9th - 12th grade will adhere to the high school dress code with the following modifications:

LUFKIN HIGH SCHOOL DRESS CODE		
CLOTHING ITEM	**COMMENTS**	
Pants (Bottoms)	• **Jeans or Slacks (khaki or dark) No holes permitted**	• **Pants must be fitting at the waist ("Sagging" is NOT allowed).** • **No tight clothing (i.e. leggings, tights, yoga pants, shorts, or "Skinny Jeans."** • **No skirts**
Shirts (Tops)	• **No see-through or provocative clothing** • **Midriffs must be covered at all times** • **ALL Shirts and Blouses must be solid colors, no emblems or designs.**	• **All tops must have sleeves over the shoulder. No sleeveless shirts or blouses for males or females.**

- All primary/elementary/middle school students in K - 8th grade will adhere to the ACE Alternative School and their home campus dress code uniform. **This dress code is for the Middle/Elementary/Primary School Students Only.**
- **Anything** that depicts or suggests association with a gang shall not be brought or worn at school.
- Hats, caps, wave caps, or other head covering **are not** to be brought or worn at school.
- No shorts, skirts, leggings, tights, yoga pants, or "Skinny Jeans" are to be worn.
- Students are encouraged to dress appropriately for the weather and for the air conditioning level of the building. It is suggested that they bring a sweatshirt with **no hood, no zipper, and no pockets.** Students who wear sweatshirts to school must keep all other shirts or under shirts tucked in at all times.
- No heavy outer coats will be allowed in the classroom. Coats will be hung in the cafeteria throughout the day and picked up after school.
- Purses, wallets, combs, brushes or make-up, etc. are not allowed (lip balm is allowed).
- **No jewelry** of any kind will be allowed **(Male or Female).** This includes grills that cover the teeth as well as tongue, eyebrow, lip rings, or any other piercing rings. Students **must** wear appropriate footwear. **This means no house shoes, slippers,** or **shoes with open back /open toes are allowed.** If tennis, athletic, or lace-up shoes are worn, laces must be laced and tied at all times. (No flip-flops or bare sandals) **All Velcro** must be strapped properly at all times. The straps **cannot** flop away from the tennis shoe. ***THE COLORS BLUE AND RED ARE STRICTLY PROHIBITED AS A PART OF THE DRESS CODE INCLUDING ALL FOOTWEAR, EMBLEMS, NAME OF SHOE BRAND, STRAPS AND SOLES.**
- Any clothing, hairdo, or accessories that the principal deems inappropriate will not be permitted.
- Students may **NOT** bring cellphones to school. They will be taken up and a **$15.00** charge will be assessed to the parent/guardian for the return of the cell phone.

Student pant pockets, socks, and shoes will be checked daily before school for any items that are not permitted on campus while the student is attending ACE Alternative School.

ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES (All Grade Levels)

Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones

For safety purposes, the district permits students to possess personal mobile telephones. At Lufkin High School and Lufkin Middle School, these devices must remain silenced during the instructional time unless being used for approved instructional purposes. Mobile telephones are not permitted on the primary/elementary campuses or on the ACE campus. 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.

Within three instructional days, the parent may pick up the confiscated telecommunications device from the principal's office for a fee of $15. Phones may not be available for pick up until the next school day.

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

In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel. [See **Searches** on page 73 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, Bluetooth speakers, cameras, games, e-readers, or other electronic devices at school, unless prior permission has been obtained. Without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

In limited circumstances and in accordance with law, a student's personal electronic device may be searched by authorized personnel. [See **Searches** on page 73 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. 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

District-owned technology resources for instructional purposes may be issued to individual students. Use of these technological resources, which include the district's network systems and use of district equipment, is restricted to approved purposes only.

Each student will be given access to Lufkin ISD's electronic communication system. Using this system, a student will be able to communicate with other schools, colleges, organizations, and people around the world through the internet and other electronic information systems/networks. Students will have access to online curriculum, hundreds of databases, libraries, and computer services all over the world. With this educational opportunity comes responsibility. It is important that the student and parent read this district policy and ask questions if help is needed in understanding it.

Inappropriate system use will result in the loss of the privilege to use this educational tool and may result in other disciplinary actions as per the Student Code of Conduct. Please note that the Internet is a network of many types of communication and information networks. It is possible that a student may run across some material that might be found objectionable. While Lufkin ISD uses filtering technology to restrict access to such material, it is not possible to absolutely prevent such access. It will be the student's responsibility to follow the rules for appropriate use. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Students and parents should be aware of the Student Acceptable Use guidelines discussed in the Student Handbook and in the Student Code of Conduct regarding the use of these district resources.

Rules for Appropriate Use

- Students will be assigned an individual account and are responsible for keeping their password confidential.
- The account is to be used for educational purposes only.
- The student will be held responsible, at all times, for the proper use of the account, and Lufkin ISD may suspend or cancel the student's access if rules are violated.

Unacceptable and Inappropriate Use of Technology Resources

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

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

Because engaging in this type of behavior can lead to bullying or harassment, as well as possibly impede future endeavors of a student, we encourage you to review with your child 'Before You Text' Sexting Prevention Course, a state-developed program that addresses the consequences of engaging in inappropriate behavior using technology.

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

END-OF-COURSE (EOC) ASSESSMENTS

[See **Graduation** on page 54, and **Standardized Testing** on page 76.]

ENGLISH LEARNERS (All Grade Levels)

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

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

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR Spanish, as mentioned at **Standardized Testing** on page 76, may be administered to an English learner for a student up to grade 5. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to English learners who qualify for services.

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

EXTRACURRICULAR ACTIVITIES, CLUBS AND ORGANIZATIONS (All Grade Levels)

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

Participation in some of these activities may result in events that occur off-campus. When the district arranges transportation for these events, students are required to use the transportation provided by the district to and from the events. Exceptions to this may only be made with the approval of the activity's coach or sponsor. [See **Transportation** on page 79.]

Eligibility for initial and continuing participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL)—a statewide association overseeing inter-district competition. If a student is involved

in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students involved in UIL athletic activities and their parents can access the UIL Parent Information Manual at UIL Parent Information Manual; a hard copy can be provided by the coach or sponsor of the activity on request. To report a complaint of alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of the TEA at (512)463-9581 or curriculum@tea.texas.gov.
[See UIL Texas for additional information on all UIL-governed activities.]

Student safety in extracurricular activities is a priority of the district. 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:

- At the end of a grading period, a student who makes a grade below 70 in any academic class may not participate in extracurricular activities for at least three school weeks.
- At the end of a grading period, a student who makes a grade below 70 in any Lufkin High School Advanced Placement course; or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or language other than English; or a Lufkin Middle School Pre-AP, magnet, dual language course may not participate in extracurricular activities for at least three school weeks unless a waiver is granted by the principal.
- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- A student is allowed in a school year up to 10 absences not related to post-district competition, a maximum of 5 absences for post-district competition prior to state, and a maximum of 2 absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will receive an unexcused absence.

Standards of Behavior

Sponsors of student clubs and performing groups such as the band, choir, 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.

All students in grades 9-12 scheduled to participate in interscholastic athletics, cheer, drill team and band members will be drug tested. Parents will be asked to sign a form consenting to the testing. Students will be randomly selected throughout the school year.

Offices and Elections

Certain clubs, organizations, and performing groups will hold elections for student officers. Clubs and organizations must submit an application for approval to the Activities Director at Lufkin High School.

The following is a list of approved organizations:

Service Clubs, Curricular Clubs and Organizations		
Academic Decathlon	Drafting	KYSSED
American Sign Language (ASL)	Empower	National Honor Society (NHS)
Anchor Club	FANG Yearbook	Pan American Student Forum
Animal Rights	Fashion Club	Panther Growls Student Newspaper
Animation	FCCLA	Panther Perspectives Literary Magazine
Art Club	Fellowship of Christian Athletes	Panther Pit Masters

Asian Culture	FFA	Robotics
Business Professionals of America (BPOA)	FFA Officers	Skateboarding
Choir Society	Fishing Team	Skills USA
Club Diversity	Gaming Club	Soccer Sweethearts
Communities In School of East Texas	Green Team	Student Council
Criminal Justice	Health Occupations Students of America (HOSA)	Student Democrats
Cubing Club	Ignite	TAFE
Diamond Dolls	Key Club	Thespian Troupe 944
		Young Americans For Freedom

FEES (All Grade Levels)

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

- Costs for materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student health and accident insurance.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses.
- Retrieval fees for telecommunications devices, including cellular telephones.
- Fees for optional courses offered for credit that requires use of facilities.
- In some cases, a fee for a course taken through the Texas Virtual School Network (TxVSN).
- High school courses for acceleration that are offered tuition-free during the regular school year.
- A fee, not to exceed $50, for costs of providing an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program in order for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.

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 building principal. [For further information, see policy FP.]

FUNDRAISING (All Grade Levels)

Student groups or classes and/or parent groups may be permitted to conduct fundraising drives for approved school purposes in accordance with administrative regulations.

Fundraising by food sales during school hours are subject to the Healthy Hunger Free Kids Act of 2010 Smart Snack rules. A copy of these rules can be obtained at:
https://www.fns.usda.gov/healthierschoolday/tools-schools-focusing-smart-snacks.
Rules vary by grade group. This does not affect after school food sales like cookie dough, Chicken Spaghetti Dinner, etc. [See policies FJ and GE.]

GANG-FREE ZONES (All Grade Levels)

Certain criminal offenses, including those involving organized criminal activity such as gang-related crimes, will be enhanced to the next highest category of offense if they are committed in a gang-free zone. For purposes of the district, a gang-free zone includes a school bus and a location in, on, or within 1000 feet of any district-owned or leased property or campus playground

GENDER-BASED HARASSMENT

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 44.]

GRADE LEVEL CLASSIFICATION (Grades 9–12 Only)

Students are classified by the number of accumulated credits in grades 9 through 12. Classification of students is determined at the beginning of each school year and is based on the number of credits the student has earned the previous year and in summer school. Students are classified as freshmen if they are promoted or placed from the eighth grade. The following credits are needed for grade-level classification.

Credits Earned	Classification	Definitions
5	Grade 10 (Sophomore)	A quarter-9 weeks/one half credit
12	Grade 11 (Junior)	A term-18 weeks/one credit
21	Grade 12 (Senior)	There are 4 quarters per school year
31	Credits needed to graduate	There are 2 terms (fall, spring) per school year

GRADING GUIDELINES (All Grade Levels)

Grading guidelines for each grade level or course will be communicated and distributed to students and their parents by the classroom teacher. These guidelines have been 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.

[See **Report Cards/Progress Reports and Conferences** on page 71 for additional information on grading guidelines.]

In grades 1–12, achievement is reported to parents as numerical grades. A copy of the grading policy is available on each campus.

Numerical
Grades: A=90-
100
B=80-
89
C=70-
79
Below 70 is failing

GRADUATION (Secondary Grade Levels Only)

Requirements for a Diploma

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

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

- specifically waived as permitted by state law; and
- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education.
- Complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA).

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

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

In limited circumstances, a student who fails to demonstrate proficiency on two or fewer of the required assessments may still be eligible to graduate if an individual graduation committee, formed in accordance with state law, unanimously determines that the student is eligible to graduate. [See **Standardized Testing** on page 76 for more information.]

Foundation Graduation Program

Every student in a Texas public school who entered grade 9 in the 2014–2015 school year and thereafter will graduate under the "foundation graduation program". Within the foundation graduation program are "endorsements", which are paths of interest that include Science, Technology, Engineering, and Mathematics (STEM); Business and Industry; Public Services; Arts and Humanities; and Multidisciplinary Studies. Endorsements earned by a student will be noted on the student's transcript. The foundation graduation program also involves the term "distinguished level of achievement," which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits. A personal graduation plan will be completed for each high school student, as described on page 54 .

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

Graduating under the foundation graduation program will also provide opportunities to earn "performance acknowledgments" that will be acknowledged on a student's transcript. Performance acknowledgments are available for outstanding performance in bilingualism and bi-literacy**,** in a dual credit course, on an AP or IB exam, on certain national college preparatory and readiness or college entrance examinations, or for earning a state recognized or nationally or internationally recognized license or certificate. The criteria for earning these performance acknowledgments are prescribed by state rules, and the school counselor can provide more information about these acknowledgments.

Additional considerations apply in some course areas, including:

- **Mathematics**. In order to obtain the distinguished level of achievement under the foundation graduation program, which will be included on a student's transcript and is a requirement to be considered for automatic admission purposes to a Texas four-year college or university, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits.
- **Physical Education**. A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.
- **Language other than English**. 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. A student may satisfy one of the two required credits by successfully completing a dual language immersion program in elementary school. In

limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

Available Endorsements

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

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

FAFSA or TASFA

Before graduating from high school, each student must complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA).
(Describe resources your district provides to help students complete and submit the FAFSA or TASFA here.)

A student is not required to complete and submit a FAFSA or TASFA if:

- The student's parent submits a form provided by the district indication that the parent authorizes the student to opt out;
- A student who is 18 year of age of or older or a legally independent minor submits a form provided by the district indicating that the student opts out; or
- A school counselor authorizes the student to opt out for a good cause.

Please contact the school counselor for more information.

Personal Graduation Plans

A personal graduation plan will be developed for each high school student. The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement. Attainment of the distinguished level of achievement entitles a student to be considered for automatic admission to a public four-year college or university in Texas, depending on his or her rank in class. The school will review personal graduation plan options with each student entering grade 9 and his or her parent. Before the end of grade 9, a student and his or her parent will be required to sign off on a personal graduation plan that 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. Please also review TEA's Graduation Toolkit.

Available Course Options for all Graduation Programs

Information regarding specific courses required or offered in each curriculum area will be distributed to students each spring in order to enroll in courses for the upcoming school year. Note that the district may require the completion of certain courses for graduation even if these courses are not required by the state for graduation.

Please be aware that not all courses are offered at every secondary campus in the district. A student who wants to take a course not offered at his or her regular campus should contact the school counselor about a transfer or other alternatives. If the parents of at least 22 students request a transfer for those students to take a course in the required curriculum other than fine arts or career and technical education (CTE), the district will offer the course for the following year either by teleconference or at the school from which the transfers were requested.

LUFKIN HIGH SCHOOL

FOUNDATION GRADUATION PLAN

For students entering 9th grade in 2014-2015 and thereafter

The Foundation High School Program seal will be affixed to the student's academic achievement record (transcript) under this plan. **NOTE: Parents and students must meet with a counselor after the second year of high school to be approved for the foundation plan.** The following courses are required for graduation:

1. English Language Arts 4.0 credits
   English I, II, III, & IV (ESOL I & II may be substituted for English Language Learners)

2. Mathematics 3.0 credits
   Must include Algebra I and Geometry (third credit must come from an approved advanced math)

3. Science 3.0 credits
   Must include Biology (IPC and advanced science OR two advanced sciences)

4. Other Languages 2.0 credits
   Must be in the same language

5. Social Studies 4.0 credits
   World Geography (9), World History (10), US History (11), & Government/Economics (12)

6. Physical Education 1.0 credits
   Students may earn no more than four (4) state credits in physical education (additional credits will be local electives). Substitutions for physical education credits are: Marching Band (fall term), Drill Team (fall term), Cheer, and Athletics.

7. Fine Arts 1.0 credits

8. Professional Communication (speech) 0.5 credits

9. Technology Application (BIM I) 1.0 credits

10. State Electives 2.5 credits

11. State or Local Electives 9.0 credits

TOTAL 31.0 credits

LUFKIN HIGH SCHOOL

DISTINGUISHED LEVEL OF ACHIEVEMENT

For students entering 9th grade in 2014-2015 and thereafter

The Distinguished High School Program seal will be affixed to the student's academic achievement record (transcript) under this plan. The student must also obtain an endorsement to complete the Distinguished Graduation Plan. See Endorsements for additional information. The following courses are required for graduation:

1. English Language Arts — 4.0 credits
   English I, II, III, & IV (ESOL I & II may be substituted for English Language Learners)

2. Mathematics — 4.0 credits
   Must include Algebra I and Geometry, Algebra 2, & Advanced Math

3. Science — 4.0 credits
   Must include Biology (IPC and two advanced sciences OR three advanced sciences)

4. Other Languages — 2.0 credits
   Must be in the same language

5. Social Studies — 4.0 credits
   World Geography (9), World History (10), US History (11), & Government/Economics (12)

6. Physical Education — 1.0 credits
   Students may earn no more than four (4) state credits in physical education (additional credits will be local electives). Substitutions for physical education credits are: Marching Band (fall term), Drill Team (fall term), Cheer, and Athletics.

7. Fine Arts — 1.0 credits

8. Professional Communication (speech) — 0.5 credits

9. Technology Application (BIM1) — 1.0 credits

9. State Electives — 4.5 credits

10. State or Local Electives — 5.0 credits

TOTAL — 31.0 credits

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.

Mid-Year Graduation

Students requesting mid-year graduation must submit an application and letter to the principal by the designated date preceding the desired graduation year. Satisfactory performance on the state-mandated tests required for graduation must be met to qualify for mid-year graduation. See your grade level counselor for an application.

Students with Disabilities

Admission, review, and dismissal (ARD) committees will make instructional and assessment decisions for students with disabilities who receive special education services in accordance with state law.

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

In order to earn an endorsement under the foundation program, a student must perform satisfactorily on the end of course (EOC) assessments and receive no modified curriculum in the student's chosen endorsement area. A student may still be awarded an endorsement when the student fails to perform satisfactorily on no more than two EOC assessments but meets the other requirements for graduation under state law.

Graduation Activities

Graduation activities will include:

- Senior prom
- Senior panoramic picture
- Senior breakfast
- Graduation practice
- Graduation commencement
- Project Celebration

Students who have met coursework requirements for graduation but have not yet demonstrated satisfactory performance on exit-level tests or end-of-course assessments will be allowed to participate in graduation activities. However, please keep in mind that participating in the activities and ceremonies is not synonymous with graduating. Ultimately, the final awarding of a diploma will be contingent upon the student's completion of all applicable requirements for graduation.

Expectations for Commencement Ceremony

Lufkin High School and its alumni have a proud tradition of conducting this ceremony in a dignified and respectful manner.

All graduates will:

- Be a full-time student enrolled at Lufkin High School completing required coursework or be a mid-year graduate;
- Report on time for the ceremony in appropriate dress with cap and gown in hand;
- Bring no item which could be used to disrupt or detract from the dignity of the event;
- After arriving at the graduation site, put on the cap and gown in the presence of school personnel;
- Cooperate fully with the officials concerning the procedures of the ceremony;
- Behave respectfully before, during and after the event following all rules as set forth in the **Lufkin ISD Student Handbook and Code of Conduct**;
- Receive the diploma cover at the graduation ceremony (diploma may be picked up at LHS the following week); and
- Enjoy the respect they have earned and deserve.

If a graduate chooses not to follow the expectations, the following consequences will be strictly enforced:

- Immediate removal of any participant(s), thus revoking the graduate's right to participate in the ceremony;
- Immediate termination of the graduation ceremony if the dignity of the event is jeopardized through choices of inappropriate behavior. One warning will be issued before the event is ended.

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. [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. Students unable to purchase a cap/gown should contact the director of student activities. [See **Fees** on page 52.]

Scholarships and Grants

Students who have a financial need according to federal criteria and who complete the foundation graduation program, may be eligible under the TEXAS Grant Program and the Teach for Texas Grant Program for tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions.

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

HARASSMENT

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 44.]

HAZING (All Grade Levels)

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

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

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

[See **Bullying** on page 30 and policies FFI and FNCC.]

HEALTH-RELATED MATTERS

Student Illness (All Grade Levels)

When your child is ill, please contact the school to let us know he or she won't be attending that day. It is important to remember that schools are required to exclude students with certain illnesses from school for periods of time as identified in state rules. For example, if your child has a fever over 100 degrees, he or she must stay out of school until fever free for 24 hours without fever-reducing medications. In addition, students with diarrheal illnesses must stay home until they are diarrhea free without diarrhea-suppressing medications for at least 24 hours. A parent should contact the school nurse if a student has been diagnosed with COVID-19 or may have COVID-19. A full list of conditions for which the school must exclude children can be obtained from the school nurse.

If a student becomes ill during the school day, he or she must receive permission from the teacher before reporting to the school

nurse. If the nurse determines that the child should go home, the nurse will contact the parent.

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

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

Bacterial Meningitis (All Grade Levels)

Please see the district's website at www.lufkinisd.org for information regarding meningitis.

* NOTE: Entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus. [See **Immunization** on page 62 for more information.]

Food Allergies (All Grade Levels)

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

If your child has breakfast or lunch in the school cafeteria, please contact Amanda Calk at ajcalk@lufkinisd.org or 634-7054. You may also go to the district website www.lufkinisd.org under the link Departments, Student Nutrition Services, Information and Forms to download the Special Meals Form and have your Physician complete it. The Procedures for Special Diets on this page will explain our process to provide special meals. The Substitution List will provide you will an example of possible substitutes.

The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services' (DSHS) "Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis" found on the DSHS website at Allergies and Anaphylaxis. which addresses employee training, dealing with common food allergens, and specific strategies for dealing with students diagnosed with severe food allergies. When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed at www.lufkinisd.org under the link Departments, Health Services. [See policy FFAF and **Celebrations** on page 31.]

Seizures (All Grade Levels)

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

[See **Students with Physical or Mental Impairments Protected under Section 504** on page 20 and contact the school nurse for more information.]

Head Lice (All Grade Levels)

Head lice, although not an illness or a disease, is very common among children and is spread very easily through head-to-head contact during play, sports, or nap time and when children share things like brushes, combs, hats, and headphones. The district does not require or recommend that students be removed from school because of lice or nits.

If careful observation indicates that a student has head lice, the school nurse will contact the student's parent 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 lice from returning. The district will provide notice to parents of elementary school students in an affected classroom without identifying the student with lice. More information on head lice can be obtained from the DSHS website Managing Head Lice in School Settings and at Home.

Physical Activity Requirements for Students in Primary/Elementary and Middle School

Primary/Elementary School

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

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

Junior High/Middle School

In accordance with policies at EHAB, EHAC, EHBG, and FFA, the district will ensure that students in middle or junior high school will engage in 30 minutes of moderate or vigorous physical activity per day for at least four semesters 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 junior high and middle school student physical activity requirements, please see the principal.

Temporary Restriction from Participation in Physical Education

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

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

During the preceding school year, the district's School Health Advisory Council (SHAC) held four meetings. Additional information regarding the district's SHAC is available at www.lufkinisd.org under District Programs or from Jan Fulbright at 936-633-7264.

See **Human Sexuality Instruction** on page 14 for additional information.]

Student Wellness Policy/Wellness Plan (All Grade Levels)

Lufkin ISD is committed to encouraging healthy students and therefore has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement the policy. You are encouraged to contact Jan Fulbright at 936-633-7264 with questions about the content or implementation of the district's wellness policy and plan.

Other Health-Related Matters

Physical Fitness Assessment (Grades 3–12)

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

Vending Machines (All Grade Levels)

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

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

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

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

Asbestos Management Plan (All Grade Levels)

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's Asbestos Management Plan is available in the superintendent's office. If you have any questions or would like to examine the district's plan in more detail, please contact Johnnie Ross, the district's Director of Maintenance Services, at 936-632-3348.

Pest Management Plan (All Grade Levels)

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

All pesticides used are registered for their intended use by the United States Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who have further questions or who want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area may contact Matt Thompson at (936) 630-4344.

HOMELESS STUDENTS (All Grade Levels)

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

For more information on services for homeless students, contact the district's homeless education liaison, Tonja Akridge, at 936-630-4287. [See **Students Who Are Homeless** on page 19.]

ILLNESS

[See **Student Illness** under **Health-Related Matters** on page 60.]

IMMUNIZATION (All Grade Levels)

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized. For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. This form may be obtained online at Affidavit Request for Exemption from Immunization or by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; 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; polio; measles, mumps, and rubella; hepatitis B; varicella (chicken pox); meningococcal; hepatitis A; The school nurse can provide information on age-appropriate doses or on an acceptable physician-validated history of illness required by the TDSHS. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. registered and licensed physician stating that, in the doctor's opinion, the immunization required is medically contraindicated or poses a significant risk to the health and well-being of the student or 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 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 or other vaccination requirements.

[For further information, see policy FFAB (LEGAL) and the DSHS website: Texas School & Child Care Facility Immunization Requirements.

LAW ENFORCEMENT AGENCIES (All Grade Levels)

Questioning of Students

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

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

Students Taken into Custody

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

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a law enforcement officer to obtain fingerprints or photographs for comparison in an investigation.
- By a law enforcement officer to obtain fingerprints or photographs to establish a student's identity, where the child may have engaged in conduct indicating a need for supervision, such as running away.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.

By an authorized representative of Child Protective Services (CPS), Texas Department of Family and Protective Services (DFPS), a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety

To comply with a properly issued directive from a juvenile court to take a student into custody

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

The principal will immediately notify the 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 has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors that occur in school, on school property, or at a school-sponsored or school-related activity on or off school property. These personnel will also be notified if the principal has reasonable grounds to believe the student has engaged in certain conduct.
- All appropriate district personnel in regard to a student who is required to register as a sex offender. [For further information, see policy GRAA (LEGAL)]

LEAVING CAMPUS (All Grade Levels)

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

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

- For students in elementary and middle school, a parent or otherwise authorized adult must come to the office and sign the student out. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. For safety purposes and stability of the learning environment, we cannot allow you to go to the classroom or other area unescorted to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.
- For students in high school, the same process will be followed if a parent picks the student up from campus. 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.

At Any Other Time During the School Day

Students are not authorized to leave campus during regular school hours for any other reason, except with the permission of the principal. Students who leave campus in violation of these rules will be subject to disciplinary action in accordance with the Student Code of Conduct.

Lufkin High School Closed Campus Policy

Once a student arrives on campus for the school day, he/she will not be permitted to leave the campus without administrative approval. Students leaving school for any reason (doctor's or dentist's appointment, illness, etc.) other than a school-sponsored activity without checking out through the attendance office will be subject to disciplinary action. Check-out procedures must be followed even if the parents are aware that the student is leaving. Students are prohibited from leaving the campus during the school day (including lunch). Delivery services (flowers, food, etc.) are not allowed for students during school hours. Parents or guardians may only deliver food to their student/s during their assigned lunch time at the high school front office. Parents may deliver educational necessities to their student/s throughout the school day at the front office of the high school. These requirements allow the campus to maintain a safe and orderly educational environment that is conducive to learning for our students.

LOST AND FOUND (All Grade Levels)

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

MAKEUP WORK

Makeup Work Because of Absence (All Grade Levels)

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

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

A student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time, including absences for extracurricular activities, so that the teacher and student may plan any work that can be completed before or shortly after the absence. Please remember the importance of student attendance at school and that, even though absences may be excused or unexcused, all absences account for the 90 percent threshold in regard to the state laws surrounding "attendance for credit or final grade." [See **Attendance for Credit or Final Grade** on page 26.]

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

Elementary and Middle/Junior High School Grade Levels

An Elementary and Middle/Junior High School student removed to a disciplinary alternative education program (DAEP) during the school year will have an opportunity to complete, before the beginning of the next school year, a foundation curriculum course in which the student was enrolled at the time of removal.

Grades 9–12

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

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

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

MEDICINE AT SCHOOL (All Grade Levels)

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

The district will not purchase nonprescription medication to give to a student.

In accordance with policy FFAC, authorized employee may administer:

- Prescription medication, in the original, properly labeled container, provided by the parent, along with a written request.
- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified

district employee from the original, properly labeled container.

- Nonprescription medication, in the original, properly labeled container, provided by the parent along with a written request. Note: Insect repellant is considered a nonprescription medication.
- Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.
- Collaboration agreement with local physicians and a signed parent permission form in order to take Nonprescription Medication and/or Emergency Medications provided by Lufkin ISD. The parent permission form for LISD Standing Orders is located on the LISD School Health Services website at www.lufkinisd.org under the Departments, Health Services link. The form is also included in the forms packet in the student handbook.

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

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

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

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

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

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

Psychotropic Drugs

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

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

NONDISCRIMINATION STATEMENT (All Grade Levels)

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

In accordance with Title IX, the district does not and is required not to discriminate on the basis of sex in its educational programs or activities. The requirement not to discriminate extends employment. Inquiries about application of Title IX may

be referred to the district's Title IX Coordinator (see below), to the Assistant Secretary for Civil Rights of the Department of Education, or both.

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

Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described at FFH (LOCAL)

The following district representatives have been designated to 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: Daniel Spikes, 101 Cotton Square, Lufkin, Texas 75904, 936-634-6696.
- ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Kim Kassaw, 701 N. First St., Lufkin, Texas 75904, (936) 630-4361.
- All other concerns regarding discrimination: See the Superintendent, Lynn Torres, 101 Cotton Square, Lufkin, Texas 75902, 936-634-6696.

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

PARENTAL AND FAMILY ENGAGEMENT (All Grade Levels)

Working Together

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

- Encouraging your child to put a high priority on education and working with your child every day to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all of your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling** on page 41.]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences** on page 71.]
- Becoming a school volunteer. [For further information, see policy GKG and **Volunteers** on page 84.]
- 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 information on the Parent Advisory group, contact
- Tonja Akridge at 936-630-4287. For information on the DEIC meetings, contact Cindy Tierney at 936-630-4273. [For further information, see policies at BQA and BQB]
- Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction and other wellness issues. [See policies at BDF, EHAA, FFA, and information in this handbook at **School Health Advisory Council** on page 62.]
- 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 Tonja Akridge and may be contacted at 936-630-4287.

PHYSICAL EXAMINATIONS / HEALTH SCREENINGS

Athletics' Participation (Secondary Grade Levels Only)

UIL Participation

A student desiring to participate in, or continue participation in, the UIL athletic program shall submit a statement from a health care provider authorized under UIL rules indicating that the student has been examined and is physically able to participate in the athletic program. This examination is required in the first year of middle school competition and the first and third years of high school competition. In other years, the student shall complete a medical appraisal form. A student may be required to have a physical examination based on answers to the appraisal form.

Spinal Screening Program

School-based spinal screening helps identify adolescents with abnormal spinal curvature and refer them for appropriate follow-up by their physician. Screening can detect scoliosis at an early stage, when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities.

All students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature before the end of the school year. For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, see policy FFAA(LEGAL) or contact the superintendent.

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

Other Examinations and Screenings (All Grade Levels)

Type 2 Diabetes

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.

Tuberculosis Testing

A valid PPD/TB skin test with results is required within the last 12 months for all enrolling students and students entering seventh grade. A TB Questionnaire must be completed for students entering kindergarten, third, fifth, and ninth grades.

Additional Screening

Lufkin ISD may provide additional screening as resources permit.

Referrals

Parents of students identified through any screening programs as needing treatment or further examination shall be advised of the need and referred to appropriate health agencies. [See policy FFAA.]

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

Each school day, students will recite the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See **Reciting the Pledges to the U.S. and Texas Flags** on page 14.]

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others. In addition, state law requires that each campus provide for the observance of one minute of silence at the beginning of the first

class period when September 11 falls on a regular school day in remembrance of those who lost their lives on September 11, 2001. [See policy EC for more information.]

PRAYER (All Grade Levels)

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

PROMOTION AND RETENTION

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

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

Elementary and Middle/Junior High Grade Levels

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 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 8 assessment. The student will instead take the corresponding EOC assessment.

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

A student in grade 3-8 shall be assessed at least once in high school with the ACT or the SAT if the student completes the high school end-of-course assessments in mathematics, reading/language arts, or science prior to high school.
[See **Standardized Testing** on page 76.]

Certain students—some with disabilities and some classified as English Learners—may be eligible for exemptions, accommodations, or deferred testing. For more information, see the principal, school counselor, or special education director. Parents of a student at or above grade level 3 who does not perform satisfactorily on his or her state-mandated exams will be notified that their child will participate in special instructional programs designed to improve performance. The student may be required to participate in this instruction before or after normal school hours or outside of the normal school year. Failure of a student to attend these programs may result in violations of required school attendance as well as the student not being promoted to the next grade level.

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 counselor and policy EIF (LEGAL).] For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee.

[For information related to the development of personal graduation plans for high school students, see **Personal Graduation Plans** on page 55.]

High School Grade Levels

To earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards.

A student in grades 9–12 will advance to a grade level based on the number of course credits earned. [See **Grade Level Classification** on page 54.]

Students will also have multiple opportunities to retake EOC assessments. [See **Graduation 54** on page and **Standardized Testing** on page 76 for more information about EOC assessments.]

RELEASE OF STUDENTS FROM SCHOOL

[see **Leaving Campus** on page 65.]

Remote Instruction

The district may offer remote instruction when authorized by TEA. All district policies, procedures, guidelines, rules and other expectations of student behavior will be enforced as applicable in a remote or virtual learning environment.

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

At the end of the third and sixth weeks of a grading period, a written progress report will be sent home to parents. Kindergarten progress reports are issued beginning the twelfth week of school. Report cards are issued to parents every nine weeks. If a student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be requested to schedule a conference with the teacher of that class or subject.

Teachers follow grading guidelines that have been approved by the principal/superintendent pursuant to the board-adopted policy and are designed to reflect each student's relative mastery of each assignment for the grading period, semester, or course. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. [See policy EIA (LOCAL) and **Grading Guidelines** on page 54.]

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

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

Report cards and unsatisfactory progress reports must be signed by the parent and should be returned to the school within 5 days.

RETALIATION

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 44.]

SAFETY (All Grade Levels)

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

- Students must have a school ID with them at school and school events. If lost or damaged, students must obtain a new ID at the student's expense in the library. (Lufkin High School students only)
- Avoid conduct that is likely to put the student or others at risk.
- Follow the behavioral standards in this handbook and the Student Code of Conduct, as well as any additional rules for behavior and safety set by the principal, campus behavior coordinator, teachers, or bus drivers.
- Remain alert and promptly report to a teacher or the principal any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member. A student may make anonymous reports about safety concerns by (not sure what this needs to say).
- 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.

School Crossing Rules

The following rules were formulated by the Lufkin Police Department and adopted by the Lufkin Independent School District. Students and their parents or guardians should be familiar with these rules. If followed, the possibility of injury while crossing the streets of Lufkin should be virtually eliminated.

- Look both ways before crossing the street.
- Never cross the street between parked cars.
- When crossing the street, do not play around; go directly to the other side.
- Cross only at crosswalks, when provided, even if it may require walking an extra distance.
- Directions from the school crossing guards must be obeyed at all times.
- Walk; do not run, when crossing the street at crosswalks.
- The school crossing guard is there to help students. Do not talk back or disregard instructions of the school crossing guard.
- Stay inside the two lines at the crosswalks.
- Make sure your books are firmly in your hands before entering the crosswalk.
- Stop. Look. Listen before crossing the street whether a crosswalk is or is not provided.
- Do not enter the crosswalk until the crossing guard directs you to do so.
- Before entering the crosswalk, make sure that all vehicles have stopped.
- Stay in the crosswalk until you are completely across the street.
- Students must walk bicycles across the street at crosswalks.

Accident Insurance

Soon after the school year begins, parents will have the opportunity to purchase supplemental, accident insurance that would help meet medical expenses in the event of injury to their child. Please see **Risk Management** for more information.

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

All parents are asked each year to complete a medical care authorization form, providing written parental consent to obtain emergency treatment and information about allergies to medications or drugs. 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.

The district may consent to medical treatment, which includes dental treatment, if necessary, for a student if:

- The district has received written authorization from a person having the right to consent;
- That person cannot be contacted; and
- That person has not given the district actual notice to the contrary.

The emergency care authorization form will be used by the district when a student's parent or authorized designee is unable to be contacted. A student may provide consent if authorized by law or court order.

Regardless of parental authorization for the district to consent to medical treatment, district employees will contact emergency medical services to provide emergency care when required by law or when deemed necessary, such as to avoid a life-threatening situation.

Preparedness Training: CPR and Stop the Bleed

The district will annually offer instruction in CPR at least once to students enrolled in grades 7–12. The instruction can be provided as part of any course and is not required to result in CPR certification.

The district will annually offer students in grades 7–12 instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see Homeland Security's Stop the Bleed and Stop the Bleed Texas.

Emergency School-Closing Information

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

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

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

- The district's call notification system – Blackboard Connect
- District social media forums and website
- All media outlets

SAT, ACT, AND OTHER STANDARDIZED TESTS

[See **Standardized Testing** on page 76.]

SCHEDULE CHANGES (Middle/Junior High and High School Grade Levels)

[See **Class Schedules** on page 34.]

SCHOOL FACILITIES

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

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place. 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 from school in the afternoon, unless a student is involved in an activity under the supervision of a teacher or other authorized employee or adult, or unless students are granted permission to remain on campus in accordance with policy FNAB, students must leave campus immediately.

Conduct Before and After School (All Grade Levels)

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

Use of Hallways During Class Time (All Grade Levels)

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

Cafeteria Services (All Grade Levels)

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

The Lufkin Independent School district participates in the Community Eligibility Provision (CEP). This allows for all students who are enrolled in the district to eat a healthy breakfast and lunch at no charge. Students are able to participate in this program without having to pay a fee or submit a meal application. This applies to the first reimbursable meal served to the student. CEP

does not apply to a la carte (snack) or second meal purchases. Those purchases will not be allowed to be charged and payment must be received at the time of service.

Special Diets

Students with special meal needs, such as, the need for lactose free milk or soy milk. The dietitian must have a form on file before this change can be made. This note may be completed, and it is available on the Student Nutrition Services Department Webpage. Fluid Milk Substitution Form. Students with special meal needs like gluten free, dairy free, type 2 diabetic meals must have a doctor complete our diet form which is also available on the Student Nutrition Services Department Webpage.

Student Nutrition Contact Information:

Amanda Calk, Director: 936-630-4202
Application Processing: 936-630-4207
General Information: 936-634-7054
Fax: 936-630-4209
Webpage: http://www.lufkinisd.org/, Departments, Student Nutrition

Cafeteria Rules

Students are expected to:

- Treat everyone with respect.
- Pay for all food and eat in designated areas.
- Leave the table and area clean. Pick up all trash and dispose of it properly.
- Do not take food and drink out of designated areas without permission.
- Follow campus specific rules.

Library (All Grade Levels)

The library is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. Visit your building library for times that the library is open for students.

Meetings of Non-Curriculum-Related Groups (Secondary Grade Levels Only)

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.

School-Sponsored Field Trips (All Grade Levels)

The district periodically takes students on field trips for educational purposes. A parent must provide permission for a student to participate in a field trip. The district may ask the parent to provide information about a student's medical provider and insurance coverage and may also ask the parent to sign a waiver allowing for emergency medical treatment in the case of a student accident or illness during the field trip. The district may require a fee for student participation in a field trip to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need. The district is not responsible for refunding fees paid directly to a third-party vendor.

SEARCHES

District Property (All Grade Levels)

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

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

Searches in General (All Grade Levels)

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

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

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

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

Metal Detectors (All Grade Levels)

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

Trained Dogs (All Grade Levels)

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

Telecommunications and Other Electronic Devices (All Grade Levels)

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

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

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

Drug-Testing (Secondary Grade Levels Only)

The drug testing policy will apply to students who participate in Interscholastic athletics, cheer, drill team and band members in grades 9-12. In order to ensure the health and safety of student athletes, cheerleaders, drill team and band members during practice and performance; to identify students participating in these activities who may have substance abuse problems; to offer assistance where possible; and to deter drug use by District students participating in these activities.

The drug testing policy will be implemented under administrative regulations and guidelines approved by the Board of Trustees and by legal counsel to the District. All students scheduled to participate in interscholastic athletics, cheer, drill team, and band members in grades 9-12, and their parents, will be asked to sign a form consenting to the testing. The names of all students scheduled to participate in these activities during the school year will be randomly tested.

[For further information, see policy FNF (LOCAL). Also, see **Steroids**, on page 77.]

SEXUAL HARASSMENT

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 44.]

SPECIAL PROGRAMS (All Grade Levels)

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

- Shelly Slaton, Assistant Superintendent – Education Services & Accountability, 936-633-6145
- Cindy Tierney, Executive Director – Student Services, 504, 936-630-4272

- Stacey McCarty, Director - Professional and Digital Learning, 936-630-4323
- Kim Kassaw, Director - Special Education, 936-630-4361
- Alison Hillis, Director – Advanced Academics, 936-630-4295
- Betsy Mijares, Director – Bilingual/ESL, 936-630-4274
- Dora Trekell, Director – Deaf Education, 936-630-4270
- Alys Ray, Director – Dyslexia, 936-633-6231
- Tonja Akridge – Social Worker, 936-630-4287

STANDARDIZED TESTING (Secondary Grade Levels)

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

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

NOTE: Participation in these assessments may qualify a student to receive a performance acknowledgment on his or her transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances.

Information may be picked up in the College & Career "GO" Center at Lufkin High School. Students requesting special testing accommodations should contact the Director of Counseling for more information no later than the beginning of the fall semester of the senior year. A student's performance at a certain level on the SAT or ACT also makes the student eligible for automatic admission to a Texas public institution of higher education.

TSI (Texas Success Initiative) Assessment

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

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3–8

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

- Mathematics, annually in grades 3–8
- Reading, annually in grades 3–8
- 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 for the student to be promoted to the next grade level, unless the student is enrolled in a reading or math course intended for students above the student's current grade level. Exceptions may apply for students enrolled in a special education program if the admission, review, and dismissal (ARD) committee concludes the student has made sufficient progress in the student's individualized education plan (IEP). [See **Promotion and Retention** on page for additional information.]

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

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

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

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

- Algebra I
- English I and English II
- Biology
- 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 fall, spring, and summer in which a student may take an EOC assessment. If a student does not meet satisfactory performance, the student will have additional opportunities to retake the assessment.

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

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

[See **Graduation** on page 54 for additional information.]

STEROIDS (Secondary Grade Levels Only)

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

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 IN FOSTER CARE (All Grade Levels)

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

Please contact Tonja Akridge, who has been designated as the district's foster care liaison, at 936-630-4287 with any questions. [See **Students in the Conservatorship of the State** on page 18 for more information.]

STUDENT SPEAKERS (All Grade Levels)

The district provides students the opportunity to introduce the following school events: District Convocation, pep rallies, campus club meetings and at graduation. 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** on page 54 for information related to student speakers at graduation ceremonies.]

SUICIDE AWARENESS (All Grade Levels)

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

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

SUMMER SCHOOL (All Grade Levels)

Extended Year Program

If a student in a Lufkin primary or elementary school or Lufkin Middle School is identified as likely to not be promoted, the student shall be required to attend an extended year program. To be promoted to the next grade level a student must attend at least 90 percent of the extended year program and demonstrate proficiency in the subject matter of the course or grade level failed. Even after successful completion of the extended year program, the parent may request a meeting with the principal, teacher, or counselor to discuss all options available. The District shall continue to use innovative practices to ensure that the student is successful in the following school year.

TARDIES (All Grade Levels)

Late Arrival to School

A student is tardy to class anytime during the school day if not in the assigned classroom at the designated time. When tardy by more than 15 minutes, students will have a tardy/truancy recorded in the teacher's grade book and will be subject to campus disciplinary action. Repeated instances of tardiness/truancy in the primary/elementary schools will result in loss of attendance recognition. If a student is tardy and misses more than 50% of an instructional period at the middle or high school level, the student will be counted absent for the entire period.

Lufkin High School Tardy Policy

Students are considered tardy if they are not in their assigned classroom when the tardy bell rings. When tardy, the student will receive an AM/PM detention. Detentions are served from 7:30 a.m. - 8:00 a.m. and 3:50 p.m. - 4:20 p.m. Students who do not attend their detention will be placed on the appropriate step of the campus discipline plan, excessive tardies may result in an alternative placement. For every five tardies that a student accumulates, an hour Thursday/Friday detention (3:55p.m. -4:55 p.m.) will be assigned. The Thursday/Friday detention is in addition to the AM/PM detention assigned by the assistant principal.

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

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

TRANSFERS (All Grade Levels)

The principal is authorized to transfer a student from one classroom to another. The superintendent is authorized to investigate and approve transfers between schools. [See **Safety Transfers/Assignments** on page 77 , **Bullying** on page 31, and **Students Who Have Learning Difficulties or Who Need Special Education Services or Section 504 Services** on page 19, for other transfer options.]

TRANSPORTATION (All Grade Levels)

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. 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. The trip sponsor or the campus behavior coordinator will address any behavior issues that occur on the trip.

Buses and Other School Vehicles

The district provides bus transportation to and from schools as a courtesy service for eligible students residing in the district. The State of Texas prescribes the conditions governing school bus operations and funds the service by allotting the district a given amount for eligible students transported.

Eligibility

Transportation is available for students who live two or more miles from their assigned campus. The distance a student lives from his or her assigned campus is determined by measuring from the curb at the front of the school to the curb in front of the home using the closest paved street. Address eligibility is continually audited year around. When an address is found to be ineligible, notification will be made as soon as possible with a grace period allowing for parents to locate alternate means of transportation.

In order to meet the conditions outlined by the State and provide safe, prompt movement of eligible students, the District has adopted standard regulations and procedures and has provided restrictive measures for violations of the rules. They are herein outlined for your information and the guidance of your child.

The District is pleased to provide transportation for its eligible students and requests your assistance in helping create a safe and efficient operation. We ask for your cooperation with school personnel in developing proper behavior patterns for those students who ride LISD school buses.

LISD school district encourages you to take an active role in the safety of your child on the bus, by explaining the safety rules, and accompanying your child to and from the stop when possible. If you ever have any concerns about school bus safety, call the Lufkin I.S.D. Transportation Office at 936-634-6516.

Requirements for Bus Service

1. Must meet the two or more mile criteria from the assigned school campus.
2. Must be a parent or guardian of the student for service.
3. Must provide proof of residency. Ex: Utility bill, lease agreement or another document proving residency.
4. Any bus sign up requests must be completed at the transportation department for verification of home address and emergency contact information.
5. Any address or phone number changes during the school year must be completed at the transportation department from 10:00 a.m. to 1:00 p.m.

Student Conduct on School Bus

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:

- Observe the same conduct rules as in the classroom.
- Be Courteous. NO profane language.
- Not eat or drink on the bus.
- Keep the bus clean. No trash or littering.
- Cooperate and follow directions of Driver/Monitor.
- Not scream or make distracting noises.
- In case of an emergency, get approval from the bus driver before being permitted to make a cell phone call. Cell phones/electronics are permitted for music or game play only with the use of ear plugs.
- Remove hoody before entering the bus.
- 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.
- Keep head, hands, arms, or legs inside the bus, out of the window and must not 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.
- Stay in your assigned seat and clear of the aisle.
- 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.

Other punishable violations include; bullying, fighting, horseplay, disrespect to LISD transportation staff or any other behavior that compromises the safety of LISD staff and students. All riders will also be held accountable for school board policy on dress code and student code of conduct.

Prohibited Items

- Any object (musical instrument, shop project, etc.) too large to be carried by a student on the school bus the parent must provide transportation. For the object to be allowed, the object must:
  - be able to be placed in the student's lap,
  - not exceed the height of the seat, and
  - not obstruct the view of the driver.
- Live animals or insects.

Accidents or Emergencies

1. Stay calm and follow the directions of the Driver/Monitor.
2. Do not depart the bus for any reason other than an emergency evacuation situation deemed necessary by the driver. Remember to stay calm.
3. EMS and police personnel will be notified immediately in the event any accident occurs.
4. Parents will be notified as soon as possible by transportation personnel.

Discipline

Students failing to obey safety procedures and conduct rules will be subjected to progressive discipline set forth by the Transportation administration. The driver/monitor will remind the student of the infraction and ask for the student to obey the rules. Parent contact will be made for the first infraction as a courtesy to the student and parent in an attempt to correct the behavior. Any further violations will result in our disciplinary step process. Upon request, a student referral will be mailed to the home address on file or a copy can be obtained at the Transportation department. Parents will be notified by phone of any suspension periods.

Disciplinary Steps

Referral	Primary Kinder to 2nd grade	Elementary 3rd to 5th grade	Secondary High School / Middle School
First	1 Day Suspension	3 Day Suspension	5 Day Suspension
Second	3 Day Suspension	5 Day Suspension	10 Day Suspension
Third	5 Day Suspension	10 Day Suspension	15 Day Suspension
Fourth	10 Day Suspension	15 Day Suspension	20 Day Suspension
Fifth	Mandatory Parent Conference	Loss of riding privileges for the year	Loss of riding privileges for the year

Transportation administration reserves the right to skip steps and enforce penalties based on the severity of the infraction. Any disciplinary questions please contact the appropriate disciplinary personnel.

Discipline Contacts for Transportation

Primary/Elementary (K-5)	Secondary (6-12)
Sonia Robles Assistant Operations Supervisor srobles@lufkinisd.org 936-630-4425	Nikki Lawson Operations Supervisor nlawson@lufkinisd.org 936-630-4458

Regular Education Bus Routes and Stops

The LISD Transportation department does not offer front door service for regular education students. Lufkin ISD offers established routes and stops to accommodate all regular education eligible students with reasonable safety assurances and efficiency considerations. We encourage parents to play an active role in their children's safety by accompanying them to and from their stop. The district has established "walk to stop" guidelines for all age groups listed below.

Walking Distances

Pre-K-2nd grade up to .25 miles
Elementary grades 3-5 up to .25 miles
Secondary grade 6-12 up to .5 miles

Pickup or Drop-Off Location

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 and must be two or more miles from the student's instructional campus. For information on bus routes and stops or to designate a child-care facility or grandparent's residence as the regular pickup and drop-off location, you may contact Transportation at 936-634-6516.

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

Special Education Transportation Services

LISD is pleased to provide quality educational services for your child(ren). Our mission in Special Needs Transportation is to ensure your child arrives at school and returns home safely with care and thought given to his/her individual needs.

To be eligible for special education transportation services, the student must be recommended by their ARD committee. If the ARD committee does not recommend special education services, the student will fall under the regular education transportation criteria.

For more information concerning special education transportation please contact Linda Cayton, Special Needs Coordinator, at 936-630-4427.

Bus Loading Procedures

1. Be at your designated stop 10 minutes prior to pick up time. Bus drivers must follow a precise schedule.
2. Students should wait on the sidewalk or in a safe area away from the roadway while waiting on the bus.
3. Stand clear of the bus until it comes to a complete stop and the parking brake is set.
4. If crossing a street, wait for the driver to signal you when it is safe to cross.
5. Only cross in front of the bus, 15 feet away from the bumper, so the driver can visually see you.
6. Check both directions and walk directly to the bus.
7. Enter the bus one at a time with no pushing and go straight to your assigned seat.
8. If the student misses the bus, **DO NOT** chase the bus. Parents, **DO NOT** chase the bus in your vehicle or bring your child to another stop to catch the bus. Under these circumstances, you will be required to take your child to school. These are serious safety violations.

Bus Unloading Procedures

1. Stay seated until the bus has come to a complete stop and the parking brake is set.

2. Wait for your turn to exit the bus and do not push or shove.
3. Use the handrail and take one step at a time during exit. Do not jump down the stairs.
4. Once departed, move away from the bus so the driver can visually see that you are clear of any danger areas.
5. If any article drops or rolls near or under the bus, do not go after it or approach the bus. Signal the driver and wait for assistance.
6. Any student needing to cross a street will exit the bus and move to a point 15 feet in front of the right-side bumper and wait for the driver to signal you that it is safe to cross.
7. Check in both directions and walk directly across the road.

8. Never cross the road behind the bus.

A parent/guardian, emergency contact designee, or consenting adult must be at the stop for a Pre-K through Second grade and special needs students. All designees must be listed as an emergency contact for the student with current phone numbers included. If the parent or designee fails to be at the designated stop on time, students will be returned to the following designated locations. Pre-K students will be returned to their instructional campus. Kindergarten through Second grade and special needs students will be brought back to Transportation at the end of the bus route. Upon the third return to Transportation or their instructional campus, privileges will be suspended.

Circumstances where a student appears nervous or unsure about getting off the bus or if the driver feels that there is a safety concern, the driver will keep the student on the bus and return them to Transportation and the parents will be notified (except for Pre-K. They will be returned to their campus).

Be alert for vehicles that do not stop when the bus is loading and unloading. Loading and unloading is the most dangerous time for student safety and is when most fatalities occur. Please take extra precautions during these times.

Student Vehicles (Lufkin High School)

All student vehicles parked on school property will be required to have a current LHS parking permit properly displayed. Vehicles in violation will be cited or towed away at the owners' expense by authorization of the school principal. Parking permits may be purchased for $10.00. Replacement permits may be purchased for $5.00. All fines must be cleared before additional permits are issued. If outstanding fines exist from the previous year, a permit will not be issued.

1. Parking tags will be hung from the rearview mirror with numbers visible at all times.
2. Sharing of parking permits is not allowed. Students obtaining a permit for another student through deception will lose all parking privileges. Early graduates will not be allowed to transfer their parking permit to another student.
3. Students may park only in the student parking lot in assigned space.
4. There will be no loitering in or around any vehicles. Students must exit their vehicle and leave the parking lot immediately upon parking. Clinging to vehicles or allowing others to cling to your vehicle while it is in motion can result in immediate suspension of parking privileges of all students involved.
5. The parking lot speed limit is 10 MPH. Obey all traffic signs and directions from parking lot attendants.
6. Students must show their ID and early release documentation to the parking lot attendant in order to leave campus during school hours.
7. Any vehicle towed from the campus for a parking violation will be at the owner's expense.

Any misuse of the parking permits, parking facilities, streets or drives within the control of Lufkin I.S.D. could result in forfeiture of driving privileges on school property. (Examples: speeding, spinning tires, donuts, disregarding traffic signs, or disregarding directives from parking lot attendants or other faculty members.

8. All campus rules regarding student conduct are in effect in the parking lot.
9. If any school official has reason to believe that a vehicle may contain any element of criminal activity, the student will be asked to consent to a search of the vehicle. Failure to comply will result in the immediate suspension of the student's parking permit and possible Alternative School Placement.

Important: In the event that a citation is issued to a student, the fine will be due within 15 school days. If the fine is not taken care of by that time, the student's parking privileges will be revoked.

Minor Violations

1. Loitering
2. Littering in parking lot
3. Improper permit display
4. Student in lot without pass
5. Parking in other than student parking lot or not in assigned parking space
6. Parking without permit
7. Other

Minor Violation Consequences

1st Violation Citation/$10.00 fine

2nd Violation Citation/$20.00 fine/becomes major violation

Major Violations – All major violations may result in discipline referrals.

1. Insubordination to school personnel
2. Reckless driving/unsafe speed
3. Failure to stop or follow directions of any school personnel in the parking lot
4. Vandalism/Criminal Mischief
5. Transferring permit to another person's vehicle
6. Forging permit or permit application form
7. Purchasing permit for another person
8. Stealing permit
9. Parking under revoked permit
10. Operating a vehicle without a driver's license
11. Persistent minor violations
12. Other

Major Violation Consequences

1st Violation Citation/$20.00 fine
2nd Violation Citation/$30.00 fine/suspension of parking privileges for 30 days
3rd Violation Citation/$30.00 fine/revocation of parking permit for remainder of year

Note: Vehicles parked in a fire lane or handicapped parking space will receive a citation and a fine of $30.00 for 1st violation. Any other violations of this nature will result in the vehicle being towed at the owner's expense.

VANDALISM (All Grade Levels)

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

VIDEO CAMERAS (All Grade Levels)

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

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

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

For video and other recording by parents or visitors to virtual or in-person classrooms, see Consent to Video or Audio Record a Student when Not Already Permitted by Law on page (need a page number)

VISITORS TO THE SCHOOL (All Grade Levels)

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the campus administration 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 or violations of student privacy will not be permitted.

For video and other recording by parents or visitors to virtual or in-person classrooms, see Consent to Video or Audio Record a Student when Not Already Permitted by Law on page (need a page number)

Unauthorized Persons

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

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

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

[See the Student Code of Conduct.]

Visitors Participating in Special Programs for Students

Lufkin ISD invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

VOLUNTEERS (All Grade Levels)

We appreciate the efforts of parent and grandparent volunteers that are willing to serve our district and students. If you are interested in volunteering, please visit the Mentoring Program on our website at www.lufkinisd.org. for more information and to complete an application.

VOTER REGISTRATION (Secondary Grade Levels Only)

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

WITHDRAWING FROM SCHOOL (All Grade Levels)

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

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

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

GLOSSARY

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

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

ACT refers to one of the two most frequently used college or university admissions examinations: 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.

CPS stands for Child Protective Services.

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

DFPS is the Texas Department of Family Protective Services.

DPS stands for the Texas Department of Public Safety.

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

ESSA is Every Student Succeeds Act.

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

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

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

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

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

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

SAT refers to one of the two most frequently used college or university admissions examinations: 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.

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

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

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

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

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

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

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

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

APPENDIX I:
Freedom from Bullying Policy

Note that school board policies may be revised at any time. For legal context and the most current copy of the local policy, visit http://pol.tasb.org/Policy/Code/127?filter=FFI. Below is the text of Lufkin 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 June 17, 2014

BULLYING PROHIBITED	The District prohibits bullying as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.
DEFINITION	Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and that: Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student. This conduct is considered bullying if it: Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and 2. Interferes with a student's education or substantially disrupts the operation of a school.
EXAMPLES	Bullying of a student may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.
RETALIATION	The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.
EXAMPLES	Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.
FALSE CLAIM	A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.
TIMELY REPORTING	Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
REPORTING PROCEDURES	
STUDENT REPORT	To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, counselor, principal, or other District employee.
EMPLOYEE REPORT	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.
REPORT FORMAT	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
PROHIBITED CONDUCT	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

INVESTIGATION OF REPORT	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
CONCLUDING THE INVESTIGATION	Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation. The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.
NOTICE TO PARENTS	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.
DISTRICT ACTION BULLYING	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.
DISCIPLINE	A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action. The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.
CORRECTIVE ACTION	Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
TRANSFERS	The principal or designee shall refer to FDB for transfer provisions.
COUNSELING	The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
IMPROPER CONDUCT	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
CONFIDENTIALITY	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
APPEAL	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
RECORDS RETENTION	Retention of records shall be in accordance with CPC(LOCAL).
ACCESS TO POLICY AND PROCEDURES	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's Web site, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

FORMS ADDENDUM

1. Student/Parent Information
2. Directory Information
3. Health Services Standing Orders
4. Home Language Survey
5. Parent Portal Request for Access
6. Removing a Student from Human Sexuality Instruction
7. Required Family Survey
8. Student Acceptable Use of the Electronic Communication System
9. Student Health Form
10. Student Residency Questionnaire
11. TB Questionnaire
12. TEA Student Ethnicity and Race Data Questionnaire

LUFKIN INDEPENDENT SCHOOL DISTRICT
STUDENT/PARENT INFORMATION
2021-2022 SCHOOL YEAR

_____ _____

Student Name **Campus**

Parents: please initial and sign where indicated:

STUDENT HANDBOOK AND STUDENT CODE OF CONDUCT

The 2021-2022 Lufkin ISD Student Handbook/Student Code of Conduct contain information that you and your child(ren) may need during the school year as all students will be **held accountable for their behavior and will be subject to the disciplinary consequences outlined in the Student Code of Conduct.** Both students and parents must be familiar with the Student Code of Conduct, required by state law and intended to promote school safety and an atmosphere for learning. If you have any questions regarding this handbook or code, direct those questions to the campus principal.
I acknowledge that I may access the Lufkin ISD Student Handbook/Code of Conduct for the 2021-2022 school year by visiting Parents and Students on the homepage of the Lufkin ISD website www.lufkinisd.org and I understand that my child(ren) will be held accountable for behavior and will be subject to the disciplinary consequences outlined in the code.
If you prefer a paper copy of the 2021-2022 Lufkin ISD Student Handbook/Code of Conduct, please contact your campus principal.
Please initial_____

CORPORAL PUNISHMENT

It is Lufkin ISD's practice **not** to use corporal punishment without parental permission.
I give my permission for the District to administer corporal punishment to my child in accordance with the law, district policy, and the Student Code of Conduct as an available disciplinary option:
_____**YES (Please initial) ***
*Permission may be revoked in writing by the parent at any time.

FIELD TRIPS

My child has permission to go on all scheduled field trips this 2021-2022 school year: ☐ Yes ☐ No

Parent/Guardian Signature _____Date_____

LUFKIN INDEPENDENT SCHOOL DISTRICT
2021-2022 DIRECTORY INFORMATION

_____ _____

Student Name **Campus**

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 students.

DIRECTORY INFORMATION FOR DISTRICT STUDENTS HAS BEEN CLASSIFIED INTO TWO SEPARATE CATEGORIES:

1. **For limited school-sponsored purposes such as student recognition activities, yearbook or student newspaper, printed programs for extracurricular activities, news releases to local media, the district will release the following directory information:**

- Student's name
- Address
- Telephone listing
- E-Mail address
- 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 of members of athletic teams

I (do give _____) (do not give _____) the District permission to use my child's directory information for **any** specified school-sponsored purposes listed above.
Note: *If you do not give permission, your student's name will not appear in school publications, campus newsletters, school/district webpage or local newspapers for winning awards, scholarships, honor roll lists etc. Your student's picture will not be included in any yearbook or LISD video.*

2. **For all other purposes, directory information shall include:**

- Student's name
- Address
- Grade Level

I (do give _____) (do not give _____) the District permission to use my child's directory information in response to a request **unrelated** to school sponsored purposes.

RELEASE OF STUDENT INFORMATION TO MILITARY RECRUITERS AND INSTITUTIONS OF HIGHER EDUCATION
(GRADES 9 – 12 ONLY)

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.

The district (may_____) (may not_____) release my child's name, address, and telephone listing to military recruiters and institutions of higher education upon their request, without my prior written consent.

USE OF STUDENT WORK IN DISTRICT PUBLICATIONS

Occasionally, the Lufkin Independent School District wishes to display or publish student artwork, photos taken by the student, or other original work on the district's website, a website affiliated or sponsored by the district, such as a campus or classroom website, and in district publications. The district agrees to only use these student projects in this manner.

USE OF STUDENT WORK IN DISTRICT PUBLICATIONS

I (do give _____) (do not give _____) the district permission to use my child's artwork, photos, or other original work in the manner described.

Parent/Guardian Signature _____ **Date**_____

LUFKIN ISD HEALTH SERVICES
STANDING ORDERS

Nonprescription Medication Provided by District

Student Name:_____

Lufkin ISD provides the following nonprescription medication for administration in accordance with a consulting doctor's standing order, this parental consent document, and School Board Policy FFAC (Local). Please indicate whether authorized personnel may administer the following nonprescription medications to this student on an as-needed basis:

Nonprescription Medication	May Administer to Student	
	Yes	No
Vaseline		
Bactine Spray		
Hydrogen Peroxide		
Rubbing Alcohol (91%)		
Antibiotic Ointment (Bacitracin or Neosporin)		
Acetaminophen (Tylenol)		
Ibuprofen (Motrin)		
Naproxen (Aleve)		
TUMS		
Hydrocortisone cream (1%)		
Benadryl		
Sting Kill		
Foille Ointment (for burns)		
Claritin (5mgs. & 10 mgs.)		
Lamisil		

If necessary, I hereby consent to the administration of the above marked non-prescription, over-the-counter medication for my child and understand that after three consecutive days of receiving OTC medicines my child will need to be seen by a doctor:

Parent/Guardian Signature: _____ Date: _____

==========

Prescription Medication Provided by District

Lufkin ISD provides the following doctor-requested prescriptive medications for administration in accordance with a consulting doctor's standing order, this parental consent document, and School Board Policy FFAC (Local). Please indicate whether authorized personnel may administer the following prescription medications to this student on an as-needed basis as requested by the District's Consulting Physician:

Prescription Medication	May Administer to Student	
	Yes	No
Albuterol solution for nebulizer		
Epi-pen		
Epi-pen, jr.		
Glucagon		
Oral glucose paste		

If necessary, I hereby consent to the administration of the above marked prescription medication for my child:

Parent/Guardian Signature: _____Date: _____

The Lufkin Independent School District as an equal opportunity educational provider and employer, does not discriminate on the basis of race, color, religion, sex, national origin, disability, sexual orientation, and or age in educational programs or activities that it operates or in employment decisions. The District is required by Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and the Age Discrimination Act of 1975, as amended, as well as Board Policy not to discriminate in such a manner.

Lufkin Independent School District
Home Language Survey
Pre-Kindergarten – Grade 12

Student's Name:_____ ID#:_____

School: _____ Grade: _____ Date: _____

Please provide the following information to help us place the student in the appropriate instructional program.

Mark your responses with (√).

1. What language is spoken in your home most of the time?
   ☐ English ☐ Spanish ☐ Other _____ (Specify Language)

2. What language does your child speak most of the time?
   ☐ English ☐ Spanish ☐ Other _____ (Specify Language)

PRIOR EDUCATIONAL EXPERIENCES (GRADES 2-12)

1. Has the student lived outside of the U.S. for two or more consecutive years? _____Yes _____No
   If yes, where and when? _____
2. What is the date the student first enrolled in the U.S.?
   _____
3. What school/district did the student attend prior to this one?
   _____
4. Did the student attend school regularly while residing outside of the U.S.? _____Yes _____ No
   Indicate the grade levels completed: ___Pre-K ___K ___1 ___2 ____3____4 ___5 ___6 ___7 ___8 ____9 ____10 _____11 ____12

I certify that the above information is true and correct to the best of my knowledge.

*Grades Pre-K – 8:*_____
Parent or Guardian's Signature

*Grades 9-12:*_____
Parent, Guardian, or Student's signature

FOR OFFICE USE ONLY
Note to Registrar:
An answer of a language other than English to either or both questions will require notification to the Bilingual

Lufkin Independent School District
Parent Portal Request for Access

I am requesting the login and password information necessary to access the online grades and attendance for the following students for whom I am the legal guardian:

Family Address: _____

Student's Legal Name: _____ School _____ Grade_____

Student's Legal Name: _____ School _____ Grade_____

Student's Legal Name: _____ School _____ Grade_____

Student's Legal Name: _____ School _____ Grade_____

Student's Legal Name: _____ School _____ Grade_____

I certify that I am the legal guardian of the students referenced above:

Name: _____
(please print)

Phone Number: _____

Email address: _____

Signature: _____

Date: _____

Please deliver or mail this form to the main office of your child's campus and mark Attn: Parent Portal.

The login ID and password will be emailed to the legal guardian's email above. Please allow two weeks for processing this request.

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.

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

Lufkin ISD, in cooperation with the district School Health Advisory Council, has selected the following curricula related to human sexuality. In grades 6, 7, and 8 students will use the "Worth the Wait" curriculum from Scott and White. More information can be accessed at www.worththewait.org or on the Lufkin ISD website www.lufkinisd.org. In grades 9-12 students will use the "Big Decisions" curriculum. More information can be accessed at www.bigdecisions.org or on the Lufkin ISD website www.lufkinisd.org.

As a parent, you are entitled to review the curriculum materials. In addition, you may remove your child from any part of this instruction with no academic, disciplinary, or other penalties.

If you wish to "opt out" of this instruction, please return the signed form below.

_____ _____

Student's name **Grade**

My child will not be participating in the human sexuality curriculum provided by Lufkin ISD.

_____ _____

Parent/Guardian signature **Date**

REGION 7
EDUCATION SERVICE CENTER

2019-2020 Family Survey / Encuesta de la Familia
Lufkin Independent School District

Your child may be eligible for educational services through the Migrant Education Program. Contact the Office of Migrant Education at 633-7835 if you need additional information.

1. During the last three years has your family moved from one school district to another?

____ Yes ____ No

2. Do **you or does anyone from your family** do the following **temporary or seasonal work?**

____ Yes ____ No

What type of work?	___Baling Hay	___Food Processing in Plants
___Farming	___Picking Fruit or Vegetables	___Plant Nursery
___Ranching	___Cotton Farming/Ginning	___Poultry Production
___Fencing	___Combining/Harvesting Grain	___Clearing Land
___Dairying	___Driving Tractors/Machinery	___Picking Nuts, Pecans, etc.
___Fishing	___Tree Growing or Harvesting	___Other Similar Work

Su niño/a puede ser elegible para recibir servicios escolares proporcionado por el programa educacional migrante. Llame al 633-7835 si necesita información adicional.

1. ¿Durante los últimos tres años ha viajado su familia de un distrito escolar a otro?

____Si ____No

2. ¿Trabaja **usted o alguien en su familia** en una de las siguientes **actividades temporalmente?**

____ Si ____ No

¿ Que tipo de trabajo?	___ Juntando paja	___ Cultivando árboles
___ Cultivando	___Cosecha de frutas/verduras	___ En viveros
___ En ranchos/granjas	___ Cultivando algodón	___ En producción de aves
___ Cercando	___ Mezclando/cosechando granos	___ Limpiando terrenos
___ En lecherias	___ Manejando tractores/maquinaria	___ Recogiendo nueces, etc.
___ Pescando	___ Procesando comida en fábricas	___ Otro trabajo similar

_____ _____ _____

Student Name/Estudiante Birthdate/Fecha de Nacimiento Grade/Grado

_____ _____

Parent Name/Padre Telephone/Teléfono

LUFKIN INDEPENDENT SCHOOL DISTRICT
2019-2020
Student Acceptable Use of the
Electronic Communication System

_____
Student Name

Each student will be given access to Lufkin ISD's electronic communication system. Using this system, a student will be able to communicate with other schools, colleges, organizations, and people around the world through the Internet and other electronic information systems/networks. Students will have access to online curriculum, hundreds of databases, libraries, and computer services all over the world. With this educational opportunity comes responsibility. It is important that the student and parent read this district policy and ask questions if help is needed understanding it.

Inappropriate system use will result in the loss of the privilege to use this educational tool and may result in other disciplinary actions as per the Student Code of Conduct. Please note that the Internet is a network of many types of communication and information networks. It is possible that a student may run across some material that might be found objectionable. While Lufkin ISD uses filtering technology to restrict access to such material, it is not possible to absolutely prevent such access. It will be the student's responsibility to follow the rules for appropriate use.

The district will provide education to its students about appropriate online behavior, including interacting with other individuals on social networking websites, chat rooms, and cyber bullying.

RULES FOR APPROPRIATE USE

- Students will be assigned an individual account and are responsible for keeping their password confidential.
- The account is to be used only for educational purposes.
- The student will be held responsible at all times for the proper use of the account, and Lufkin ISD may suspend or cancel the student's access if rules are violated.

INAPPROPRIATE USES

- Using the system for any illegal purpose
- Disabling or attempting to disable any Internet filtering device
- Encrypting communications to avoid security review
- Borrowing someone's account with or without permission.
- Posting personal information about yourself or others (such as addresses and phone numbers)
- Downloading or using copyrighted information without permission from the copyright holder
- Intentionally introducing a virus to the computer system
- Posting messages or accessing materials that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition applies to conduct off school property if it results in a substantial disruption to the educational environment.
- Wasting school resources through the improper use of the computer system (includes non-educational games, sites including but not limited to Facebook, Myspace, bebo, etc., sites using unapproved chat services)
- Gaining unauthorized access to restricted information or resources

CONSEQUENCES FOR INAPPROPRIATE USE

- Suspension of access to the system
- Loss of the computer system account
- Other disciplinary or legal action, in accordance with the Student Code of Conduct and applicable laws

Any student who sends or receives nude, semi-nude or sexually suggestive photos can be charged under the Texas Penal Code with:

- Felony transmission of the photos
- Felony obscenity
- Felony child pornography

If convicted, one could face required registration as a sex offender.

Please initial:_____

LUFKIN INDEPENDENT SCHOOL DISTICT
2019-2020 STUDENT HEALTH FORM

Student's Name: _____ **Date of Birth:**_____ **Grade:** _____

Parent/Guardian Name: _____ **Relationship to Student**: _____

Home Phone: _____ **Cell Phone:** _____ **Business Phone:** _____

_____

Has your child been diagnosed with any of the six (6) critical conditions listed below?

1. Diabetes	☐Yes ☐No
2. Severe allergies that require an EpiPen or action plan ❖ **EpiPen must be provided by parent**	☐Yes ☐No
3. Cardiac condition	☐Yes ☐No
4. Seizures	☐Yes ☐No
5. Asthma with an inhaler to be used at school	☐Yes ☐No
6. Blood disorder such as hemophilia	☐Yes ☐No

Has your child been diagnosed with ADD/ADHD?	☐Yes ☐No
Does your child have any non-life threatening allergies?	☐Yes ☐No
Does your child have a hearing problem?	☐Yes ☐No
Does your child have a vision problem?	☐Yes ☐No
Does your child have any bladder or kidney problems?	☐Yes ☐No
Does your child have any bone or joint problems?	☐Yes ☐No
Does your child take medications? If yes, please list: • _____ • _____ • _____	☐Yes ☐No

Alert: Any medication given at school MUST be in the original container with parent's written permission for each school year.

Emergency Medical Treatment

I, the undersigned, do hereby authorize officials of Lufkin ISD to contact directly the persons named on this form, and do authorize the named doctor to render such treatment as may be deemed necessary in an emergency for the health of said child. In the event this doctor, other persons named on this paper, or parents cannot be contacted, the school officials are hereby authorized to take whatever action is deemed necessary in their judgment, for the health of the aforesaid child. I will not hold the school district financially responsible for the emergency care and/or transportation for said child. I also give my permission to Lufkin ISD to render simple first aid to said child. I will not hold Lufkin ISD liable for allergy or drug reactions to medication taken at my request while said child is at school.

_____ _____

Signature of Parent/Guardian **Date**

2019-2020 Student Residency Questionnaire
Lufkin Independent School District

This questionnaire is intended to address the McKinney-Vento Act 42 U.S.C. 11435. The answers to this residency information help determine the services the student may be eligible to receive. A questionnaire must be completed for each child enrolling in the Lufkin Independent School District.

Presenting a false record or falsifying records is an offense under Section 37.10, Penal code, and enrollment of the child under false documents subjects the person to liability for tuition or other costs. TEC Sec. 25.002(3) (d)

Name of Student _____ Gender: ❑Male ❑Female
Last First Middle

Birth Date: _____/_____/_____ School: _____ Grade: _____
Month Day Year

Check the box that best describes with <u>whom</u> the student resides *(**Please note:** Legal guardianship may be granted only by a court. Students living on their own or with friends or relatives who do not have legal guardianship are allowed to enroll in and attend school.)*

❑ Parent(s)/Legal Guardian(s) ❑ Caregiver(s) who are not legal guardian(s) How long? _____ ❑ Other_____
(Example: friends, relatives, parents of friends, etc.)
Describe

Are any of the children in the conservatorship (foster care) of the TX Department of Family Services? ◻Yes ◻No

Name of person with whom student resides: _____

Address _____ Phone _____

***Check one box that best describes <u>where</u> the student is presently living. (Please note:** Proof of residency is not required for students who live in temporary situations due to loss of housing or economic hardship)*

❑ In my own house or apartment, in Section 8 housing, or in military housing with parent(s), legal guardian(s), or caregiver(s)

A. ❑ In **the home of a friend or relative** because I lost my housing *(Examples: fire, flood, lost job, divorce, domestic violence, kicked out by parents, parent in military and was deployed, parents(s) in jail, etc.)* Name of Apartments_____

B. ❑ In a **Shelter** because I do not have permanent housing *(Example: living in a family shelter, domestic violence shelter, children/youth shelter, FEMA housing)* in **Transitional Housing** *(housing that is available for a specific length of time only and is partly or completely paid for by a church, a nonprofit organization, or another organization)*

C. ❑ In **a motel/hotel** *(because of economic hardship, eviction, cannot get deposits for permanent home, flood, fire, hurricane, etc.)*
Name of motel _____City_____ _____

D. ❑ **Unsheltered** *(Examples: in a tent, car, van, abandoned building, on the streets, at a campground, in the park, or other unsheltered location)*

Please provide the following information for school-age siblings (brothers and/or sisters) of the student:

Child	School	Grade	DOB

Parent/Legal Guardian/Unaccompanied Youth _____ Date _____
Signature

For school use only

Procedures: *1. If this child has immediate needs, the parent/student may call the Tonja Akridge, LSW at 936-630-4287 for services.*

2. If any of the boxes A-D are checked, immediately scan and email the completed form to the District Homeless Liaison, Tonja Akridge at takridge@lufkinisd.org for approval and Food Service authorization.

Other needs expressed by the student, parent or guardian

_____

Interviewer _____ *Referral Date* _____ *Entry Date* _____ _____

LUFKIN INDEPENDENT SCHOOL DISTRICT
P.O. Box 1407
Lufkin, TX 75902
936.633.6145 – Fax 936.630.4296

TB QUESTIONNAIRE
FOR GRADES K-3-5-9 ONLY

Student Name_____ **Date of Birth** _____ **Grade** _____

Tuberculosis (TB) is a disease caused by TB germs and is usually transmitted by an adult person with active TB lung disease. It is spread to another person by coughing or sneezing TB germs into the air. These germs may be breathed in by the child.

Adults who have active TB disease usually have many of the following symptoms: cough for more than two weeks duration, loss of appetite, weight loss of ten or more pounds over a short period of time, fever, chills and night sweats.

A person can have TB germs in his or her body but not have active TB disease (this is called latent TB infection or LTBI).

Tuberculosis is preventable and treatable. TB skin testing (often called the PPD or Mantoux test) is used to see if your child has been infected with TB germs. No vaccine is recommended for use in the United States to prevent tuberculosis. The skin test is not a vaccination against TB.

We need your help to find out if your child has been exposed to tuberculosis.

Please mark YES or NO to the following questions:

TB can cause fever of long duration, unexplained weight loss, a bad cough (lasting over two weeks), or coughing up blood.
As far as you know:

- has your child been around anyone with any of these symptoms or problems? Or
- has your child had any of these symptoms or problems? or
- has your child been around anyone sick with TB? YES _____ NO _____

Was your child born outside the United States? YES _____ NO _____

If so, specify which country/countries? _____

Has your child traveled in the past year outside the United States for longer than 3 weeks? YES _____ NO _____

If so, specify which country/countries? _____

To your knowledge, has your child spent time (longer than 3 weeks) with anyone who is/has been an intravenous (IV) drug user, HIV-infected, in jail or prison or recently came to the United States from another country? YES _____ NO _____

Has your child ever had a positive TB skin test? YES _____ NO _____

If yes, specify date _____.

Parent/Guardian Signature _____ **Date** _____

.....

LISD Staff:
Refer for PPD: YES _____ NO _____

If yes, PPD date/results _____

\

Texas Education Agency
Texas Public School Student Ethnicity and Race Data Questionnaire

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

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

Please answer both parts of the following questions on the student's ethnicity and race. *United States Federal Register (71 FR 4486*6)

Part 1. Ethnicity: Is the person Hispanic/Latino? *(Choose only one)*

☐ **Hispanic/Latino -** A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

☐ **Not Hispanic/Latino**

Part 2. Race: What is the person's race? *(Choose one or more)*

☐ **American Indian or Alaska Native -** A person having origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment.

☐ **Asian -** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

☐ **Black or African American -** A person having origins in any of the black racial groups of Africa.

☐ **Native Hawaiian or Other Pacific Islander -** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

☐ **White -** A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

_____ Student Name (please print)

_____ (Parent/Guardian) Signature

_____ Student Identification Number

_____ Date

This space reserved for Local school observer – upon completion and entering data in student software system, file this form in student's permanent folder.	
Ethnicity – choose only one: _____ Hispanic / Latino _____ Not Hispanic/Latino	Race – choose one or more: _____ American Indian or Alaska Native _____ Asian _____ Black or African American _____ Native Hawaiian or Other Pacific Islander _____ White
Observer signature:	Campus and Date: