Liberty Hill Independent School District
2026-2027 Student & Parent Handbook

If you have difficulty accessing the information in this document because of disability, please contact the district at (512) 260-5580

Contents

Liberty Hill Independent School District

2026-2027 Student & Parent Handbook

2026-2027 LHISD Student & Parent Handbook Updates (changes highlighted in document) 4

Preface Parents and Students: 14

Accessibility 15

Section One: Parental Rights **16**

Consent, Opt-Out, and Refusal Rights 16

Removing a Student from Instruction or Excusing a Student from a Required Component of Instruction 21

Right of Access to Student Records, Instructional Materials, and District Records/Policies 22

A Student with Exceptionalities or Special Circumstances 27

Section Two: Other Important Information for Parents and Students **34**

Absences/Attendance 34

Accountability under State and Federal Law (All Grade Levels) 44

Armed Services Vocational Aptitude Battery Test (Grades 10-12) 44

Awards and Honors (All Grade Levels) 44

Bell Schedules 45

Bullying (All Grade Levels) 45

Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels Only) 47

Celebrations (All Grade Levels) 49

Child Sexual Abuse, Neglect, Trafficking, and Other Maltreatment of Children (All Grade Levels) 49

Class Rank/Highest-Ranking Student (Secondary Grade Levels Only) 52

Class Schedules and Teacher Assignments (All Grade Levels) 55

College and University Admissions and Financial Aid (All Grade Levels) 55

College Credit Courses (Secondary Grade Levels Only) 56

Communications (All Grade Levels) 57

Complaints and Concerns (All Grade Levels) 57

Conduct (All Grade Levels) 59

Counseling 61

Course Credit (Secondary Grade Levels Only) 62

Credit by Examination — If a Student Has Taken the Course/Subject (Grades 6-12) 63

Credit by Examination for Advancement/Acceleration — If a Student Has Not Taken the Course/Subject 63

Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels) 64

Discrimination 67

Distance Learning (All Grade Levels) 67

Distribution of Literature, Published Materials, or Other Documents (All Grade Levels) 68

Dress and Grooming (All Grade Levels) 69
End-of-Course (EOC) Assessments 75
Emergent Bilingual Students (All Grade Levels) 75
Extracurricular Activities, Clubs, and Organizations (All Grade Levels) 75
Fees (All Grade Levels) 77
Fundraising (All Grade Levels) 78
Gang-Free Zones (All Grade Levels) 78
Grading Guidelines (All Grade Levels) 78
Graduation (Secondary Grade Levels Only) 89
Harassment 96
Hazing (All Grade Levels) 96
Health — Physical and Mental 96
Health-Related Resources, Policies, and Procedures 106
Homework (All Grade Levels) 107
Intervention (All Grade Levels) 107
Law Enforcement Agencies (All Grade Levels) 107
Leaving Campus (All Grade Levels) 109
Lost and Found (All Grade Levels) 110
Makeup Work 110
Nondiscrimination Statement (All Grade Levels) 111
Parent and Family Engagement (All Grade Levels) 112
Parking and Parking Permits (Secondary Grade Levels Only) 113
Pledges of Allegiance and a Minute of Silence (All Grade Levels) 114
Prayer (All Grade Levels) 114
Promotion and Retention 115
Release of Students from School 116
Remote Instruction 116
Report Cards/Progress Reports and Conferences (All Grade Levels) 116
Retaliation 116
Required State Assessments 116
Safe Storage of Firearms 118
Safety (All Grade Levels) 119
SAT, ACT, and Other Standardized Tests 120
Schedule Changes (Middle School and High School Grade Levels) 121
School Facilities 121
School-Sponsored Field Trips (All Grade Levels) 125
Searches and Investigations 126
Sexual Harassment 127
Special Programs (All Grade Levels) 127
Standardized Testing (Secondary Grade Levels) 127
Student Information (All Grade Levels) 128

Students in Foster Care (All Grade Levels) 128
Students Who are Homeless (All Grade Levels) 128
Student Speakers (All Grade Levels) 128
Summer School (All Grade Levels) 129
Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels) 129
Transfers (All Grade Levels) 130
Transportation (All Grade Levels) 130
Vandalism (All Grade Levels) 132
Video Cameras (All Grade Levels) 132
Visitors to the School (All Grade Levels) 132
Volunteers (All Grade Levels) 133
Voter Registration (Secondary Grade Levels Only) 133
Withdrawing from School (All Grade Levels) 134
Glossary 135
Appendix: Freedom from Bullying Policy 138
Student Welfare: Freedom from Bullying 138

2026-2027 LHISD Student & Parent Handbook Updates

The LHISD contacts names have been updated in this document, but not specified below.

Annual Notification (p. 16)

The district partners with Choosing the Best (https://www.choosingthebest.com/) to present an abstinence-based sexuality program at the middle school and high school.

Annual Notification (p. 16)

[See **Consent to Human Sexuality Instruction, Dating Violence, and Child Abuse, Neglect, School Staff Misconduct, Trafficking, and Other Maltreatment of Childnre (All Grade Levels)**.]

Consent to Provide a Mental Health Care Service (p. 17)

The school counselor can provide further information regarding these procedures for identifying risk factors, accessing resources for treatment or support on and off campus, and accessing available student accommodations provided on campus.

Limiting Electronic Communications between Students and District Employees (p. 19)

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

The employee is required to use LHISD approved communication platforms on all messages to students. Classroom teacher approved methods of communication are: StudentSquare, LHISD student email, and/or Google Classroom message. Extra-curricular sponsors/coaches approved methods of communication are: SportsYou, StudentSquare, LHISD student email, and/or Google Classroom message.

Safety Transfers/Assignments (p. 28)

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

A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services (p. 30)

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, through the district's multi-tiered system of academic and behavioral supports (MTSS). The provision of these intervention and support services, which might include (RIT) process, can have an impact on the ability of the district to meet the needs of all students.

Tardies (p. 34)

Early Childhood and Elementary Tardies/Partial Day Absence/All Day Absence

Tardy Bell 7:30 am - Elementary School students will be considered tardy if they arrive after 7:30 AM and before 8:00 am. Students who arrive after 8:00 am before 9:00 am will count for a partial day absence. Students who arrive after 9:00 am will be counted for an all day absence.

Leaving Early Due to Illness (p. 35-36)

If a student becomes ill while at school, they must report to the campus nurse before leaving campus. The nurse will assess the student's condition and determine whether the student should be sent home.

If the campus nurse does not determine that the student should be dismissed, but the parent or guardian chooses to pick up the student anyway, the absence will be considered unexcused unless one of the following is provided to the campus:

A note from a licensed physician documenting the medical visit for that absence; or

A physician's certificate verifying that the student has a qualifying chronic medical condition in accordance with district attendance guidelines.

Appropriate medical documentation must be submitted to the campus within the required timeframe for the absence to be considered excused.

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

Compulsory Attendance (p. 36)

Early Childhood and Kindergarten

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

Secondary Grade Levels (p. 37)

The district will allow a student who is 15 years of age or older to be absent for one day to obtain a learner license and one day to obtain a driver's license, provided that the board has authorized such excused absences under policy FEA(LOCAL). The documentation must demonstrate that a license or permit was obtained at a Texas DMV facility. The student will be required to provide documentation of his or her visit to the driver's license office for each absence and must make up any work missed.

Attendance Quick Reference: Exempt, Excused or Unexcused (p. 41)

Reason	Exempt	Excused	Unexcused
Family Visit to home country			✓
Family Emergency			✓

Official Attendance-Taking Time (All Grade Levels) (p. 42)

The district will take official attendance every day at 9:00 am *(early learning & elementary), 10:13 am (middle school) and 10:45 am (high school).*

Documentation after an Absence (All Grade Levels) (p. 42)

You can send a note with your student (to ensure it was turned in, monitor your student's attendance on Skyward Family Access Center), turn in a note yourself, email a note, or submit Report An Absence Google Form link to the CAMPUS ATTENDANCE CLERK.

Armed Services Vocational Aptitude Battery Test (Grades 10-12) (p. 44)

The test shall be offered on high school campuses in the spring semester.

Bell Schedules (p. 45)

Grades	Open	First Bell	Class Begins	End of Day
Early Learning Center (PK)	6:50 AM	7:10 AM	7:15 AM	2:45 PM
Elementary (K-5)	7:05 AM	7:25 AM	7:30 AM	3:00 PM
Middle (6-8)	8:00 AM	8:20 AM	8:25 AM	4:00 PM
High School (9-12)	7:40 AM	8:05 AM	8:10 AM	3:45 PM

Bullying (All Grade Levels) (p. 45)

The district will integrate into instruction research-based content designed to reduce bullying that is appropriate for students' age groups.

The district will use an age-appropriate survey about school culture that includes relevant questions on bullying to identify and address student concerns.

Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels Only) (p. 48)

The district offers work-based learning courses in the following areas: (BULLET them BELOW)

- Practicum in Agriculture, Food and Natural Resources: Agricultural Technology
- Practicum in Agriculture, Food and Natural Resources: Animal Science
- Practicum in Agriculture, Food and Natural Resources Floral Design
- Practicum in Architectural Design
- Practicum in Audio/Video Production
- Practicum in Construction Management
- Practicum in Culinary Arts
- Practicum in Entrepreneurship
- Practicum in Graphic Design and Illustration
- Practicum in Health Science: PCT
- Practicum in Health Science: Pharmacy Technician
- Practicum in Law Enforcement
- Practicum in Marketing

Child Abuse, Neglect, School Staff Misconduct, Trafficking, and Other Maltreatment of Children (All Grade Levels) (p. 49)

The district has established a plan for addressing child sexual abuse, neglect, school staff misconduct, trafficking, and other maltreatment of children, which may be initiated by contacting the Deprtment of Family and Protective Services (DFPS)/Child Protective Services (CPS). The plan is available at www.libertyhill.txed.net. Abuse includes physical abuse, including sexual abuse, and mental and emotional abuse. Trafficking includes both sex and labor trafficking.

Possible Warning Signs of Child Abuse, Neglect, School Staff Misconduct, Trafficking, and Other Maltreatment of Children (p. 49)

School Staff Misconduct (p. 50-51)

Possible warning signs of school staff misconduct include:

- Obvious malnourishment
- Consistent lack of personal hygiene that poses a health risk
- Stealing or begging for food
- Child unattended for long periods of time
- Unaddressed need for dental care or other medical attention
- Creating, using, or sharing inappropriate AI-generated images involving students or staff
- Neglecting, abusing, or physically harming a student
- Providing alcohol or drugs to a student
- Being under the influence of alcohol or drugs while on school property or during school activities
- Possessing a weapon on school property or during school activities
- Committing a felony
- Engaging in fraudulent or deceptive practices involving the school system or State Board of Education Certification (SBEC)

College and University Admissions and Financial Aid (All Grade Levels) (p. 55)

Beginning in the fall of 2028, achieves a score set by the Texas Higher Education Coordinating Board on a college entrance examination designated by coordinating board rules.

Secondary Parent Communication (p. 58)

Campus grade level newsletters will be sent home electronically per campus schedule.

Complaints and Concerns (All Grade Levels) (p. 58)

If the concern is not resolved, a parent or student may appeal to the deputy superintendent designee.

Counseling (p. 61)

The district follows the TEA Texas Model for Comprehensive School Counseling Programs for a comprehensive school counseling program that includes:

Reporting Procedures (p. 66)

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

Upon receiving a report, the district will determine whether the allegations, if proven, constitute prohibited conduct as defined by policy FFH. If not, the district will refer to policy FFI to determine whether the allegations, if proven, constitute bullying, as defined by law and policy FFI. If the alleged prohibited conduct also meets the statutory and policy definitions for bullying, an investigation of bullying will also be conducted. [See **Bullying**.]

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

Virtual and Hybrid Instruction (p. 67-68)

A student has the option, with certain limitations, to enroll in virtual or hybrid instruction through virtual or hybrid courses offered by the district or by another district or school to earn course credit for graduation.

Depending on the virtual or hybrid course in which a student enrolls, the course may be subject to the "no pass, no play" rules. [See **Extracurricular Activities, Clubs, and Organizations (All Grade Levels)**] In addition, a student who enrolls in a virtual or hybrid course for which an end-of-course (EOC) assessment is required must still take the corresponding EOC assessment.

A parent may ask questions or request that their child be enrolled in a virtual or hybrid course offered by the district by contacting the school counselor.

A copy of policy EHDE addressing distance learning will be distributed to parents of middle and high school students at least once each year. If you do not receive a copy or have questions about this policy, please contact Dr. Heather Stoner, Assistant Superintendent, 512-260-5580.

Possession and Use of Personal Communications Devices, Including Cell Phones and Other Electronic Devices (p. 71)

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

Confiscated communications devices that are not retrieved by the student or the student's parent will be disposed of after the notice required by law. [See policy FNCE for more information.]

Technology Devices (p. 74)

Usage of LHISD 1:1 devices is governed by the LHISD Student 1:1 Device Manual, available on the district website at https://www.libertyhill.txed.net.

Financial Aid Application Requirement (p. 92)

Contact campus counselor for assistance in completing and submitting the FAFSA or TASFA.

Graduation Activities (p. 94-95)

Graduation activities will include:

- Graduation Practice
- Senior Breakfast
- Senior Elementary Walks
- Graduation ceremony

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

- Valedictorian & Salutatorian
- Top 10 Ranked Students
- Top 10% Ranked Students
- Student Enlisting in Military or Attending Military Academies
- Students Receiving Scholarships

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

Health — Physical and Mental (p. 96-97)

Illness (All Grade Levels)

The district is required to provide notice of each health-related service offered at a student's campus. A parent may withhold consent for or decline a health related service. The following Health-related services are offered at the LHES, LNES, LTES, BBES, BWES, RSES, TRES, SRES, LHMS, SRMS, LRMS, LHHS, LRHS campuses:

Health-Related Services include general nursing services in a campus clinic, as well as a state-mandated hearing, vision, spinal, and Acanthosis Nigricans (AN).

Campus-Based Health Services May Include

- **Acute Care:** Immediate care for minor illnesses and non-life-threatening injuries (e.g., temperature check, scrape cleaning, basic wellness assessment).
- **Chronic Disease Management:** Support for conditions such as asthma or diabetes, including medication administration and individualized health care plans (IHPs).
- **Medication Administration:** Dispensing over-the-counter medications with parental consent or prescribed medications per physician's orders with parental consent.

- **Preventive Care:** Immunization reminders, and health resources.
- **Care Coordination:** Collaboration with families, physicians, and staff to support student health needs during the school day.
- **Health Education:** Information for students and parents on prevention, wellness, and managing chronic conditions.
- **Mental Health Support:** First-aid and crisis intervention with referral to counseling services as needed.
- **Addressing Health Barriers to Learning:** Identifying and supporting students whose health impacts learning (including IEP/504 participation).
- **Community Referrals:** Connecting families to healthcare providers and social services.
- Liberty Hill ISD partners with a local physician who provides standing orders for the use of certain over-the-counter medications in certain circumstances (i.e. neosporin on an abrasion or chapstick for chapped lips).

General caretaking is not considered a health-related or health-care service. School districts shall provide general caretaking to students. "General caretaking" means noninvasive actions to address minor student claims of feeling unwell or adult observations of a child being physically unwell, such as cleaning spills or other accidents, offering a change of clothing if necessary, and providing support that an adult would typically provide to support a child's expressions of being unwell. It also includes minor student care actions such as applying adhesive bandages or wiping a bloody nose. Responding to in-the-moment emotional behavioral challenges by actions such as inquiring about a child's well-being, attempting to calm a student if they are crying, or diffusing a situation where a student is observably angry would also be considered general caretaking.

If consent has been opted-out and the student comes to the clinic with a suspected illness, parents will be contacted to pick up their child immediately, student can only return to school with a doctor's note confirming they are not contagious.

In the event of an emergency or if someone requires life-saving measures, staff are authorized to provide assistance to the student.

Lice (All Grade Levels) (p. 98)

Liberty Hill ISD follows the Department of State Health Services recommendations. Individual head checks are performed on an as needed basis. Mass screenings will not be conducted. Parents are encouraged to periodically check their student's head for lice. When live lice are discovered at school the parent or guardian will be contacted to treat their student. Contact the school clinic or visit TDSHS Website for additional information.

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

[See policy FFAA for more information.]

Medicine at School (All Grade Levels) (p. 98-99)

All medication dispensed in the clinic must have a signed physician/health care provider order. At this time, licensed chiropractors are not included, therefore, their orders will not be accepted.

- Initial/first dose of any medication will not be administered in the clinic.
- All medication forms must be signed on or after June 1 to be valid for the upcoming school year and will apply to that school year only.
- A student may be allowed to self-carry and self-administer emergency medication as long as the appropriate self-carry form is approved by the physician and received by the

clinic. Parents and Students understand the school's inability to monitor the student's health condition during the school day while self- medicating or treating.
- No medication will be sent home with a student. Parents/Guardians must pick up all medications whether prescription or over-the-counter.
- The school clinic will not split, divide, or maintain separate medication supplies provided by living-apart parents or guardians. Parents/guardians are responsible for coordinating the medication provided to the school.
- LHISD personnel will not administer nebulizer or any aerosolized respiratory treatments. These treatments must be provided by the student's parent/guardian or a licensed private duty nurse (PDN).
- An elementary or secondary student may possess and self-apply sunscreen to avoid overexposure to the sun. An elementary student's teacher or other district personnel will apply sunscreen to the student's exposed skin if the student brings the sunscreen to school and asks for help applying it. 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.

Prescription medication must be unexpired and in a prescription bottle/box accompanied by a pharmacy label that states the student's name, medication name and directions for dispensing the medication. Please note the pharmacy label does not substitute a written doctor's order.

- Prescription order must be written/signed by a physician licensed to practice in Texas.
- A new order is required for any dosage or medication change on prescription medication.
- Controlled substances will be counted, and quantity verified by parent/guardian and designated LHISD personnel upon delivery and pickup.
- Scheduled medications that can be administered at home will not be administered at school unless a specific time of administration during school hours is prescribed by a physician.

Over-the-counter medications (OTC) must be in the original container, age appropriate and unexpired.

- A medication order must be written/signed by a physician licensed to practice in Texas.
- A new order is required for any dosage or medication change on over-the-counter medications.
- Note: Insect repellant is considered a nonprescription medication.

Narcotic pain relievers/Hydrocodone combination products (Lortab, Vicoprofen, Norco) will not be administered or kept on campus.

LHISD personnel will not administer any medications that are not FDA approved. This includes but is not limited to herbal substances, anabolic steroids and dietary supplements. Exceptions may be granted if prescribed by a physician and required by the IEP or Section 504 plan of a student with a disability. Reliable information must be provided in writing and signed by the prescribing physician regarding the safe use of the product including side effects, toxicity, drug interactions and adverse effects.

Working Together (p. 112)

- Participating in campus parent organizations. Parent organizations include:

  Elementary

  - Parent Teacher Organization (campus PTO, contact school office)

  Secondary

  - Parent Organization (campus parent volunteer group, contact school office)
  - Booster Clubs (contact school office)

Private Spaces (p. 114)

In accordance with law, the district shall designate each multiple-occupancy private space in a building the district owns, operates, or controls for use only by individuals of one sex.

Multiple-occupancy private space means a facility designed or designated for simultaneously used by more than one individual and in which an individual may be in a state of undress in the presence of another individual, regardless of whether the facility provides curtains or partial walls for privacy. The term includes a restroom, locker room, changing room, or shower room.

[See policy CSA(LEGAL/LOCAL) for more information.]

Personal Graduation Plan — Middle High School Students (p. 117-118)

For a middle-school student who does not perform satisfactorily on a state-mandated examination, a school official will prepare a personal graduation plan (PGP).

School officials will also develop a PGP for a middle-school student who is determined by the district to be unlikely to earn a high school diploma within five years of high school enrollment.

The plan will, among other items:

- Identify the student's educational goals
- Address the parent's educational expectations for the student
- Outline an intensive instruction program for the student

[See the campus counselor and policy EIF(LEGAL) for more information.]

For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee.

[See **Personal Graduation Plans** for information related to the development of personal graduation plans for high school students.]

Accident Insurance (p. 118)

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

Preparedness Training: CPR and Stop the Bleed (p. 119)

In addition, Liberty Hill ISD annually offers students in **grades 7–12** the opportunity to participate in **Stop the Bleed** training. Conducted in partnership with **Williamson County EMS**, this training teaches participants how to recognize life-threatening bleeding and apply immediate lifesaving interventions, including:

- Direct pressure

- Wound packing
- Proper application of a tourniquet

This training supports the district's commitment to emergency preparedness by equipping students with practical skills that may help save a life until professional medical responders arrive. Participation in Stop the Bleed® training is voluntary and will be offered through scheduled district training opportunities.

For more information about the national Stop the Bleed initiative, visit:

- https://www.dhs.gov/stopthebleed
- https://stopthebleedtexas.org/

Child Nutrition Services (All Grade Levels) (p. 121)

Breakfast and Lunch Prices

	Breakfast	Lunch
Elementary	$2.10	$3.30
Secondary	$2.25	$3.55
Visitors	$3.50	$5.00

Parents should continually monitor their child's meal account balance. When a student's meal account is exhausted or insufficient, the district will notify the parent.

Elementary: Breakfast is served from 7:05 am - 7:25 am. Students arriving after 7:30 am in the café will not be served, as the café will be closed. Any students arriving after 7:30 am by bus will be served. All students should be in their classrooms by 7:40 am for announcements.

Middle School Breakfast Times: 8:00 am - 8:20 am

High School Breakfast Times: 7:40 am - 8:00 am

Library (All Grade Levels) (p. 123)

The Board has established a school library advisory council (SLAC) to assist the District in ensuring that school libraries maintain strong collections that support student achievement, meet applicable state standards, and reflect local community values. For more information on LHISD's school library advisory committee. (See policy EFB(LOCAL)-X for more information)

SAT/ACT (Scholastic Aptitude Test and American College Test) (p. 127)

The Preliminary SAT (PSAT) and Pre-ACT are the corresponding preparatory and readiness assessments for the SAT and ACT.

Unauthorized Persons (p. 132)

A verbal warning and persistent inappropriate behavior are not required for a person serving as a referee, judge, or other official of an extracurricular athletic activity or competition sponsored or sanctioned by the school district or UIL to eject a spectator.

Preface Parents and Students:

Welcome to the new school year!

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

LHISD's Vision – Building Champions in Academics, Characters, and Community.

LHISD's Mission – The mission of Liberty Hill ISD is to build future-ready graduates empowered to be the best version of themselves.

The Liberty Hill Independent School District 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 One: Parental Rights describes certain parental rights as specified in state or federal law.

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

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

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

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

Therefore, parents and students should become familiar with the Liberty Hill Independent School District Student Code of Conduct. To review the Code of Conduct, visit the district's website at www.libertyhill.txed.net. State law requires that the Code of Conduct be prominently displayed or made available for review at each campus.

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

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

A hard copy of either the Student Code of Conduct or Student Handbook can be found on the LHISD website - www.libertyhill.txed.net.

Note: References to board policy codes are included for ease of reference. The hard copy of the district's official policy manual is available for review in the district administration office, and an unofficial electronic copy is available at www.libertyhill.txed.net.

The policy manual includes:

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

For questions about the material in this handbook, please contact the campus principal.

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

- Acknowledgment 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), and
- Consent/Opt-Out Form for participation in third-party surveys.

[See **Objecting to the Release of Directory Information** and **Consent Required Before Student Participation in a Federally Funded Survey** for more information.]

Accessibility

If you have difficulty accessing this handbook because of a disability, please contact:

Jeanni Nelson, Student Support Services Coordinator, 512-260-5580.

Section One: Parental Rights

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

Consent, Opt-Out, and Refusal Rights

Consent to Conduct a Psychological or Psychiatric Evaluation

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

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

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

Consent to Human Sexuality Instruction

Annual Notification

As a part of the district's curriculum, students receive instruction related to human sexuality. The School Health Advisory Council (SHAC) makes recommendations for curriculum materials, and the school board adopts the materials and determines the specific content of the instruction.

Certified teachers present the sexuality curriculum as outlined in the Texas Essential Knowledge and Skills. The TEKS can be accessed at www.tea.state.tx.us/rules/tac/chapter115/index.html. The district partners with Choosing the Best (https://www.choosingthebest.com/) to present an abstinence-based sexuality program at the middle school and high school. The program strives to empower students with accurate information on topics related to sexual health and to give students practical tools to help them make healthy decisions and build strong relationships. The program stresses the physical and emotional consequences of early sexual activity.

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials.
- Remove his or her child from any part of the human sexuality instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. (See the campus principal for details.)
- Use the district's grievance procedure concerning a complaint. See **Complaints and Concerns (All Grade Levels)** and FNG(LOCAL).

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

- Present abstinence from sexual activity as the preferred choice in relationship to all sexual activity for unmarried persons of school age.

- Devote more attention to abstinence from sexual activity than to any other behavior.
- Emphasize that abstinence, if used consistently and correctly, is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted infections, and the emotional trauma associated with adolescent sexual activity.
- Direct adolescents to abstain from sexual activity before marriage as the most effective way to prevent pregnancy and sexually transmitted diseases.
- 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.

[See **Consent to Human Sexuality Instruction, Dating Violence, and Child Abuse, Neglect, School Staff Misconduct, Trafficking, and Other Maltreatment of Children (All Grade Levels).**]

Consent Before Human Sexuality Instruction

Before a student receives human sexuality instruction, the district must obtain written consent from the student's parent. Parents will be sent a request for written consent at least 14 days before the instruction will begin.

Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking

Before a student receives instruction on the prevention of child abuse, family violence, dating violence and sex trafficking, the district must obtain written consent from the student's parent. Parents will be sent a request for written consent at least 14 days before the instruction will begin.

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. The campus mental health liaison will notify the student's parent within a reasonable amount of time after the liaison learns that a student has displayed early warning signs and provide information about available counseling options.

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

The school counselor can provide further information regarding these procedures for identifying risk factors, accessing resources for treatment or support on and off campus, and accessing available student accommodations provided on campus.

The district mental health liaison can be reached at:

Tina Pasak, LHISD Director of Counseling Services, 512-260-5580.

[See **Mental Health Support.**]

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

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

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

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

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

A student under age 14 must have parental permission to participate in the district's Parenting and Paternity Awareness Program (https://www.texasattorneygeneral.gov/child-support/programs-and-initiatives/parenting-and-paternity-awareness-papa/papa-educators/papa-curriculum). This program was developed by the Office of the Texas Attorney General and the State Board of Education (SBOE) to be incorporated into health education classes.

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

State law permits the school to make a video or voice recording without parental permission when the recording is to be used for:

- School safety,
- Classroom instruction or a co-curricular or extracurricular activity,
- Media coverage of the school, or
- Promotion of student safety as provided by law for a student receiving special education services in certain settings.

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

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.

Opting Out of Advanced Mathematics in Grades 6-8

The district will automatically enroll a student in grade 6 in an advanced mathematics course if the student performed in the top 60th percentile or higher on the grade 5 mathematics STAAR or in the top 40 percent on a local measure that demonstrates proficiency in the student's grade 5 mathematics course work.

Enrollment in an advanced mathematics course in grade 6 will enable students to enroll in Algebra I in grade 8 and advanced mathematics in grades 9-12.

The student's parent may opt the student out of automatic enrollment in an advanced mathematics course.

Limiting Electronic Communications between Students and District Employees

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

The employee is required to use LHISD approved communication platforms on all messages to students. Classroom teacher approved methods of communication are: StudentSquare, LHISD student email, and/or Google Classroom message. Extra-curricular sponsors/coaches approved methods of communication are: SportsYou, StudentSquare, LHISD student email, and/or Google Classroom message.

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

Objecting to the Release of Directory Information

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

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

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

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

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

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

For district publications and announcements, the district has designated the following as directory information:

- Photo or Video of Student
- Student's First and Last Name

- Student's Campus
- Student's Grade
- Student's Class

If a parent does not object to the use of his or her child's information for these school-sponsored purposes, the school will not ask permission each time the district wants to use the information for these purposes.

For all other purposes, the district has identified the following as directory information: student name, address, and telephone number. If a parent does not object to the use of the student's information for these purposes, the school **must** release this information when the school receives a request from an outside entity or individual.

Note: Also see **Authorized Inspection and Use of Student Records**.

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

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

- Name
- Address
- Telephone listing

Military recruiters may also have access to a student's district-provided email address, unless a parent has advised the district not to release this information.

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

Participation in Third-Party Surveys

Consent Required Before Student Participation in a Federally Funded Survey

The Protection of Pupil Rights Amendment (PPRA) provides parents certain rights regarding participation in surveys, the collection and use of information for marketing purposes, and certain physical exams.

A parent has the right to consent before a student is required to submit to a survey funded by the U.S. Department of Education that concerns any of the following protected areas:

- Political affiliations or beliefs of the student or the student's parent
- Mental or psychological problems of the student or the student's family
- Sex behavior or attitudes
- Illegal, antisocial, self-incriminating, or demeaning behavior
- Critical appraisals of individuals with whom the student has a close family relationship
- Legally recognized privileged relationships, such as with lawyers, doctors, and ministers
- Religious practices, affiliations, or beliefs of the student or parent
- Income, except when the information is required by law and will be used to determine the student's eligibility for a program

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

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

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

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

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

A parent may inspect:

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

The ED provides extensive information about the Protection of Pupil Rights Amendment (https://studentprivacy.ed.gov/resources/protection-pupil-rights-amendment-ppra-general-guidance), including a PPRA Complaint Form (https://studentprivacy.ed.gov/file-a-complaint).

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

See **Consent to Human Sexuality Instruction** and **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** for information on a parent's right to remove a student from such instruction.

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

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

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

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

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

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

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

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

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

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

Religious or Moral Beliefs

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

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

Tutoring or Test Preparation

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

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

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

In accordance with state law and policy EC, districts must obtain parental permission before removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the days the class is offered.

If a district offers tutorial services to students, state law requires a student with a grade below 70 for a reporting period to attend.

[For questions about school-provided tutoring programs, contact the student's teacher and see policies EC and EHBC. See **Standardized Testing** for information regarding required accelerated instruction after a student fails to perform satisfactorily on certain state-mandated tests.]

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

Parent Review of Instructional Materials and Plan

A parent has the right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered, whether instruction is delivered in-person, virtually, or remotely.

The district will make instructional materials available for parent review no later than 30 days before the school year begins and for at least 30 days after the school year ends. However, tests that have not yet been administered will not be made available for parent examination.

The district will provide login credentials to each student's parent for any learning management system or online learning portal used in instruction to facilitate parent access and review.

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

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

Teachers are required to provide a copy of the teacher's instructional plan or course syllabus for each class to the parent of each student enrolled in that class before the beginning of each semester. A parent may obtain additional copies of the plan or syllabus by request. The LHISD Year-at-a-Glance documents for each course are available under the Curriculum and Instruction section of the district website.

[For information about parental access to any online library catalog and library materials, see Library (All Grade Levels).]

District Review of Instructional Materials

A parent may request that the district conduct an instructional material review in a math, English Language Arts, science, or social studies class in which the parent's student is enrolled to determine alignment with state standards and the level of rigor for the grade level.

The district is not required to conduct an instructional material review for a specific subject area or grade level at a specific campus more than once per school year.

For more information about requesting an instructional material review, contact the campus principal.

Notices of Certain Student Misconduct to Noncustodial Parent

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

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

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

Student Records

Accessing Student Records

A parent may review his or her child's records, including:

- 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
- Records relating to school library materials the child obtains from a school library [See Library (All Grade Levels) for more information.]
- State assessment instruments that have been administered to the child
- Teaching materials and tests used in the child's classroom

Authorized Inspection and Use of Student Records

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

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

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

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

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

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

Inspection and release of student records is restricted to an eligible student or a student's parent unless the school receives a copy of a court order terminating parental rights or the right to access a student's education records. A parent's rights regarding access to student records are not affected by the parent's marital status.

Federal law requires that control of the records goes to the student as soon as the student meets at least one of the following criteria:

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

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

FERPA permits the disclosure of personally identifiable information from a student's education records without written consent of the parent or eligible student when school officials have what federal law refers to as a "legitimate educational interest" in a student's records.

Legitimate educational interest may include:

- Working with the student
- Considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities
- Compiling statistical data
- Reviewing an educational record to fulfill the official's professional responsibility
- Investigating or evaluating programs

School officials may include:

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

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

- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S. Secretary of Education, the Texas Education Agency, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or, in certain cases, other child welfare representatives.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school, district/system, or postsecondary educational institution to which a student seeks or intends to enroll or in which the student already is enrolled.
- In connection with financial aid for which a student has applied or has received.
- To accrediting organizations to carry out accrediting functions.

- To organizations conducting studies for, or on behalf of, the school to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses directory information-designated details. [See **Objecting to the Release of Directory Information** 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 Superintendent is custodian of all records for currently enrolled students at the assigned school. The Superintendent is the custodian of all records for students who have withdrawn or graduated.

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

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

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

You may contact the custodian of records for currently enrolled students at LHISD's Central Office - 512-260-5580.

You may contact the custodian of records for students who have withdrawn or graduated at LHISD's Central Office - 512-260-5580.

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

Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the complaint process found in policy FNG(LOCAL). A grade issued by a teacher can be changed only if the board of trustees determines that the grade is arbitrary, erroneous, or inconsistent with the district's grading guidelines.

[See **Report Cards/Progress Reports and Conferences**, **Complaints and Concerns**, and Finality of Grades at policy FNG(LEGAL).]

The district's student records policy is found at policy FL(LEGAL) and (LOCAL) and is available at the principal's or superintendent's office or on the district's website at www.libertyhill.txed.net.

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

Teacher and Staff Professional Qualifications

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

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

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

A Student with Exceptionalities or Special Circumstances

Children of Military Families

The Interstate Compact on Educational Opportunities for Military Children (https://www.dodea.edu/partnership/interstatecompact.cfm) 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 virtual or hybrid courses offered by the district or another district or school
- Graduation requirements

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

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

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

Additional information may be found at Military Family Resources at the Texas Education Agency (https://tea.texas.gov/about-tea/other-services/military-family-resources).

Parental Role in Certain Classroom and School Assignments

Multiple-Birth Siblings

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

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

Safety Transfers/Assignments

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

The board may transfer a student who has engaged in bullying to another classroom. The board will consult with the parent of a child who has engaged in bullying before deciding to transfer the child to another campus.

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

[See **Bullying**, and policies FDB and FFI for more information.]

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

[See policy FDE for more information.]

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

Student Use of a Service/Assistance Animal

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

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

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

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

The district will assess the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district.

The district will award partial course credit when the student only passes one half of a two-half course. [For provisions on partial course credit for students who are not in the conservatorship of the state, see EI(LOCAL).]

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

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

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

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

If you have questions, please contact the district's foster care liaison, Tina Pasak, at 512-260-5580.

[See **Credit by Examination for Advancement/Acceleration** and **Course Credit**.]

A Student Who Is Homeless

A parent is encouraged to inform the district if his or her child is experiencing homelessness.

District staff can share resources that may be able to assist families.

A student who is homeless will be provided flexibility regarding certain district provisions, including:

- Proof of residency requirements
- Immunization requirements (30-days to meet immunization requirements)
- Educational program placement (if the student is unable to provide previous academic records or misses an application deadline during a period of homelessness)

- Credit-by-examination opportunities at any point during the year (if the student enrolled in the district after the beginning of the school year), per State Board of Education (SBOE) rules
- Assessment of the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district
- Awarding partial credit when a student passes only one half of a two-half course
- Eligibility requirements for participation in extracurricular activities
- Graduation requirements

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

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

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

For more information on services for students who are homeless, contact the district's Homeless/McKinney Vento liaison, Tina Pasak, at 512-260-5580.

[See **Credit by Examination for Advancement/Acceleration** and **Course Credit**.]

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

For those students who are having difficulty in the regular classroom, all school districts must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, through the district's multi-tiered system of academic and behavioral supports (MTSS). The provision of these intervention and support services, which might include (RIT) process, can have an impact on the ability of the district to meet the needs of all 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* (https://fw.escapps.net/Display_Portal/publications). If the district agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

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

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

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

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

Additional information regarding special education is available from the school district in a companion document titled *Parent's Guide to the Admission, Review, and Dismissal Process* (https://fw.escapps.net/Display_Portal/publications).

Contact Person for Special Education Referrals

The designated contact person regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is the campus MTSS Coordinator.

For questions regarding post-secondary transitions, including the transition from education to employment, for students receiving special education services, contact the district's transition and employment designee:

Jeanni Nelson, Student Support Services Coordinator, 512-260-5580.

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
- 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:

Jeanni Nelson, Student Support Services Coordinator, 512-260-5580.

[See **A Student with Physical or Mental Impairments Protected under Section 504**.]

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

- Legal Framework for the Child-Centered Special Education Process (https://fw.escapps.net/Display_Portal?destination=/)
- Partner Resource Network (http://prntexas.org/)
- SPEDTEX: Special Education Information Center (https://www.spedtex.org/)
- Texas First Project (http://www.texasprojectfirst.org/)
- TEA Special Education Parent and Family Resources (https://tea.texas.gov/special-populations-and-support/special-education/sped-family-resources)

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

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

Texas Driving with Disability Program

In accordance with state law, the district will provide notification of the Texas Driving with Disability Program to students who have a health condition or disability that may impede effective communication with a peace officer and receive special education or are covered by Section 504 of the Rehabilitation Act of 1973. This notification will be provided annually to an eligible student aged 16 years or older until the student's graduation or 21st birthday and to the student's parents. The Texas Driving with Disability Program focuses on improving the interaction between law enforcement and drivers with disabilities that have unique communication needs.

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

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

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

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

A Student Who Speaks a Primary Language Other than English

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

If the student qualifies for these services, the Language Proficiency Assessment Committee (LPAC) will determine the types of services the student needs, including accommodations or

modifications related to classroom instruction, local assessments, and state-mandated assessments.

[See **Emergent Bilingual Students** and **Special Programs**.]

A Student with Physical or Mental Impairments Protected under Section 504

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

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

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

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

Section Two: Other Important Information for Parents and Students

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

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

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

Absences/Attendance

Regular school attendance is crucial for academic success, social development, and building essential life skills. Consistent presence in the classroom allows students to keep up with lessons, participate in discussions, and develop crucial social skills through interactions with peers and teachers. Furthermore, regular attendance fosters a sense of responsibility and discipline, which are vital for future success in higher education and the workforce.

Tardies

All tardy students must report to the office. Tardies are strongly discouraged. When habitual tardiness occurs, the parents will be contacted. If the school bus is tardy, the children will **not** be penalized.

Early Childhood and Elementary Tardies/Partial Day Absence/All Day Absence

Tardy Bell 7:30 am - Elementary School students will be considered tardy if they arrive after 7:30 AM and before 8:00 am. Students who arrive after 8:00 am before 9:00 am will count for a partial day absence. Students who arrive after 9:00 am will be counted for an all day absence.

- ***Middle School Tardies/Late More Than 10 Minutes to Class***

  Tardy Bell after the first bell of each class but prior to 10 minutes - Students who are absent from class for more than 20% of that class period - students arriving within the first 10 minutes of class but after the bell will be tardy. Students arriving more than 10 minutes to class will be marked absent for that class, as well as for any subsequent classes they arrive more than 10 minutes late.

- ***High School Students Missing More than 10% of a Class Period***

  Tardy Bell after the first bell of each class but prior to 15 minutes - Students who are absent from class for more than **10% of a class period**-which is **15 minutes or more**-will be counted absent for that class period, regardless of when the time is missed. To have the absence considered **excused**, an attendance note must be submitted to the campus **within 2 school days** of the absence. (see Excused vs. Unexcused)

  Example 1: Student arrives to class late 15 minutes or more. The student will be considered unexcused and counts towards truancy and makeup hours.

Example 2: Student leaves class early 15 minutes or more. The student will be considered unexcused and counts towards truancy and makeup hours.

Example 3: Student requests to leave class to go to the restroom and does not return to class for 15 minutes or more. The student will be considered unexcused and counts towards truancy and makeup hours.

Example 4: Student leaves class without permission for 15 minutes or more. The student will be considered unexcused and counts towards truancy and makeup hours.

Example 5: Student arrives late to class 15 minutes or more or Student leaves class early 15 minutes or more. The student submits an excused attendance note within 2 school days. The absence does not count towards truancy, but does count towards makeup hours.

*These are just a list of some examples; other circumstances may merit an absence being recorded for being out of class for 10% or more.

Arriving Late or Leaving Early

When a student is **arriving late** or **leaving early** from school they must be signed in when they arrive and signed out when they leave. High school students may sign in without a parent or guardian present. Signing in/out does not excuse the absence. An **attendance note** identifying an excuse per district policy, must be received within **2 school days** to excuse the absence. If a **high schoo**l student leaves campus and **does no**t sign out a **discipline consequence** may be assigned.

Parents **cannot** pick up their child in the **last 15 minutes** of the day. Leaving school early can be as detrimental to a child's education as being tardy. Please limit your early checkout to necessary appointments such as doctor or dental visits. Your child will not be eligible for perfect attendance awards if he/she is tardy to school and/or checks out early for reasons other than a medical appointment more than 4 times. Early-outs will also be evaluated when considering Out-of-District transfer requests and/or renewals.

Leaving Early Due to Illness

If a student becomes ill while at school, they must report to the campus nurse before leaving campus. The nurse will assess the student's condition and determine whether the student should be sent home.

If the campus nurse does not determine that the student should be dismissed, but the parent or guardian chooses to pick up the student anyway, the absence will be considered unexcused unless one of the following is provided to the campus:

A note from a licensed physician documenting the medical visit for that absence; or

A physician's certificate verifying that the student has a qualifying chronic medical condition in accordance with district attendance guidelines.

Appropriate medical documentation must be submitted to the campus within the required timeframe for the absence to be considered excused.

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

Compulsory Attendance

Early Childhood and Kindergarten

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

Ages 6-18

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

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

Compulsory Attendance — Exemptions

All Grade Levels

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

- Religious holy days
- Required court appearances
- Appearing at a governmental office to obtain U.S. citizenship
- Taking part in a US naturalization oath ceremony
- Serving as an election clerk
- Health-care appointments for the student or a child of the student, including absences related to autism services and mental health appointments, if the student returns to school on the same day of the appointment and brings a note from the health-care provider
- Absences resulting from a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, with certification by a physician on the district's form
- Absences for attendance in a released time course in religious instruction
- For students in the conservatorship of the state:
    - An activity required under a court-ordered service plan; or
    - Any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours.

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

Secondary Grade Levels

The district will allow a student who is 15 years of age or older to be absent for one day to obtain a learner license and one day to obtain a driver's license, provided that the board has authorized such excused absences under policy FEA(LOCAL). The documentation must demonstrate that a license or permit was obtained at a Texas DMV facility. The student will be required to provide documentation of his or her visit to the driver's license office for each absence and must make up any work missed.

[See **Driver License Attendance Verification**.]

The district will allow junior and senior students to be absent for up to two days per year to visit a college or university if the following conditions are met:

- The board has authorized such excused absences under policy FEA(LOCAL).
- The principal has approved the student's absence.
- The student follows campus procedures to verify the visit and makes up any work missed.

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

The district will allow a student to be absent for up to two days during the student's junior year and two days during the student's senior year for a career investigation day to visit a professional at that individual's workplace to determine the student's interest in pursuing a career in the professional's field, provided the student verifies these activities to the district.

The district will allow a student to be absent for up to two days per school year to serve as:

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

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

Compulsory Attendance — Failure to Comply

All Grade Levels

Laws to All Parents/Guardians of LHISD Students

The attendance section serves as the official required notice per Texas Education Code Section 25.085 for parents and/or students who might have attendance related issues. School districts are required to provide parents with information regarding the Compulsory School Attendance Laws.

If a student is absent for ten (10) or more days or parts of days in a six-month period in the same school year:

1. The student's parent in most cases is subject to prosecution under of the Texas Education Code; and

2. The student is subject to a referral to Truancy Court under the Texas Education Code.

It is the parent's duty to monitor their student's school attendance and require their student to attend school. Parents may request a conference with school officials to discuss absences.

A parent not receiving an additional notice from the school is not a defense to prosecution. In this section, "parent" includes a person standing in parental relation. Legal action may be filed against the child, the parent(s), legal guardian(s) and/or any person(s) standing in a parental relation to the child.

The law in the State of Texas requires a child to attend school. Texas Education Code Section 25.085 states:

1. A child who is required to attend school under this section shall attend school each school day for the entire

period the program of instruction is provided.

2. Unless specifically exempted by Section 25.086, a child who is at least six years of age, or who is younger than

six years of age and has previously been enrolled in first grade, and who has not yet reached the child's 19th

birthday shall attend school.

3. On enrollment in prekindergarten or kindergarten, a child shall attend school.

Students with Disabilities

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

Ages 6-18

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

The notice will:

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

Campus Truancy Prevention Measures to Improve Attendance

Campuses provide a multitude of Truancy Prevention Measures to support improving student attendance prior to a referral to a truancy court. These steps may include, but are not limited to:

1. Daily attendance calls and/or emails when students are absent.

3. Attendance warning letters for excessive unverified/unexcused and excessive excused absences.

4.Student and/or Parent Conference with campus Assistant Principal

5. Referral to school and community resources.

6. Notification of hours owed to regain credit.

7. Home Visits

8. Attendance Behavior Improvement Plan (ABIP).

The truancy prevention facilitator for the district is: Sandy Scott.

For any questions about student absences, parents should contact the campus administrator or the district truancy prevention coordinator, Sandy Scott, Truancy and Dropout Prevention Coordinator, 512-260-5580.

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

Age 19 and Older

A person who voluntarily enrolls in school or voluntarily attends school after the person's 18th birthday shall attend school each school day for the entire period the program of instruction is offered. A school district may revoke for the remainder of the school year the enrollment of a person who has more than five absences in a semester that are not excused under Section 25.087. A person whose enrollment is revoked under this subsection may be considered an unauthorized person on school district grounds for purposes of Section 37.107.

Attendance Quick Reference: Exempt, Excused or Unexcused

The chart below clearly summarizes if a student absence is exempted, excused or unexcused. *Documentation or a note must be turned into the campus attendance staff to ensure absences are exempted or excused*. If no documentation or note is turned in, the absence will be unexcused. Students with habitual unexcused absences may be referred to truancy court as outlined in the Texas Education Code and the Texas Family Code.

Reason	Exempt	Excused	Unexcused
Religious Holidays (Number of Days as Documented from the Holiday)	✓		
Required Court Appearances (Number of Days As Determined by Number of Court Dates	✓		
Activities Related to Obtaining US Citizenship (Number of Days Determined by the Process)	✓		
Dr. Appointment During the School Day and Returns Back to School Before the School Day Ends	✓		
Serious or Life Threatening Illness or Treatment That is Certified by a Physician (Number of Days Required by Physician)	✓		

Students that are Under the Conservatorship of the State to Complete or Participate in an Activity Required by the Court that Cannot be Done Outside of the School Day (Number of Days Required by Court)	✓		
Military Families to Visit a Parent or Guardian that is Going To, Leaving From or Returning From Deployment (5 Days)	✓		
A Student that is 15 years or Older to Obtain a Learner's License or Driver's License (1 Day for Each)	✓		
Junior and Senior Students are Allowed to Visit a College or University (2 days per School Year)	✓		
A Student that is 17 years or Older to Pursue Enlistment in the US Armed Forces or National Guard (4 days for time in High School)	✓		
Serve as a Voting Clerk or Election Clerk (2 Days per School Year)	✓		
Sounding TAPS at a Military Funeral for a Deceased Veteran (Number of Days Determined per Event)	✓		
Student Illness **Dr. note required if the student is absent from school for 3 consecutive days for an illness*		✓	
Student Doctor/Dental Appointment		✓	
Funeral: In town - 3 days Out of town - 5 days		✓	
Student Therapy Appointment		✓	
Parent Hospitalized		✓	

Attend LHISD Sponsored Extracurricular Activity with a Sibling		✓	
Family Visit to home country			✓
Family Vacation			✓
Wedding			✓
Missed the Bus			✓
Overslept or Heavy Traffic			✓
Family Emergency			✓
Non LHISD Extracurricular Activities			✓

Note- Any absences not directly stated in this chart or in the District handbook will be left up to the campus and district administration to determine if it is excused or unexcused. This chart will serve as a guide for making that determination.

Attendance for Credit or Final Grade (All Grade Levels)

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

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

Except for absences due to serious or life-threatening illness or related treatment, all absences, excused or unexcused, may be held against a student's attendance requirement. To determine whether there were extenuating circumstances for any absences, the attendance committee will use the following guidelines:

- If makeup work is completed, absences listed under **Compulsory Attendance—Exemptions** will be considered extenuating circumstances.

- A transfer or migrant student incurs absences only after he or she has enrolled in the district.

- Absences incurred due to the student's participation in board-approved extracurricular activities will be considered by the attendance committee as extenuating circumstances if the student makes up the work missed in each class.

- The committee will consider the acceptability and authenticity of documented reasons for the student's absences.

- The committee will consider whether the student or student's parent had any control over the absences.

- The committee will consider the extent to which the student has completed all assignments,mastered the essential knowledge and skills, and maintained passing grades in the course or subject.

- The student or parent will be given an opportunity to present any information to the committee about the absences and discuss ways to earn or regain credit or a final grade.

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

Impact of Attendance on Semester Exam Exemption (High School)

The purpose of the exemption policy is to promote high academic achievement and citizenship. Grades, attendance and discipline records will be utilized as the criteria for determining a student's eligibility for exemption. See LHISD Exemption Criteria for more information.

Official Attendance-Taking Time (All Grade Levels)

The district will take official attendance every day at 9:00 am *(early learning & elementary), 10:13 am (middle school) and 10:45 am (high school).*

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

Documentation after an Absence (All Grade Levels)

Students who have been absent must present a written or emailed excuse from the parent/guardian within two (2) school days from the day the student returns to school. All absences require a doctor's note and/or a parent note. You can send a note with your student (to ensure it was turned in, monitor your student's attendance on Skyward Family Access Center), turn in a note yourself, email a note, or submit Report An Absence Google Form link to the CAMPUS ATTENDANCE CLERK.

Absence notes must include:

Student's full legal name

Student's ID #

Date of the absence(s)

Specific reason for the absence(s)

Parent's/Guardian's full name/Signature

Parent's/guardian's cell phone number

If no documentation is provided, the absence is considered unexcused.

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

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

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

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

All notes must be submitted within 2 school days of the student's return to school. A student who is absent for more than 3 consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the absence. Otherwise, the absence may be considered unexcused and in violation of compulsory attendance laws.

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

Excessive Excused Absences: Defined as 10 or more parent excused absences in a semester.

In most cases, if your student is ill but does not go to the doctor, a parent note indicating the student is ill will suffice. If your student is ill for more than 3 consecutive days, you will be required to provide a doctor's documentation to excuse the absence exceeding 3 days. However, should the student develop a questionable pattern of excused absences (**10 or more parent notes**), the principal or attendance review committee may require a statement from a doctor or health clinic verifying the illness or condition that caused the student's absence from school in order to determine whether the absence or absences will be excused or unexcused. The School nurse may serve as a health clinic if they send the student home from school for an illness.

Certification of Absence Due to Severe Illness or Treatment

If a student is absent because of a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, a parent must provide certification from a physician licensed to practice in Texas specifying the student's illness and the anticipated period of absence related to the illness or treatment on the district's form. A parent may obtain the required form from an elementary registrar or secondary attendance clerk.

Driver License Attendance Verification (Secondary Grade Levels Only)

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

Further information may be found on the Texas Department of Public Safety website (https://www.dps.texas.gov/section/driver-license/how-apply-texas-driver-license-teen).

See **Compulsory Attendance — Exemptions for Secondary Grade Levels** on page for information on excused absences for obtaining a learner license or driver's license.

Accountability under State and Federal Law (All Grade Levels)

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

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

Accountability information can be found on the district's website at www.libertyhill.txed.net. Hard copies of any reports are available upon request to the district's administration office.

TEA maintains additional accountability and accreditation information at TEA Performance Reporting Division (https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting).

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

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

The test shall be offered on high school campuses in the spring semester.

Contact the principal for information about this opportunity.

Awards and Honors (All Grade Levels)

Recognizing student progress towards learning goals and personal achievements is highly valued. Award and recognition assemblies and/or ceremonies will be held at various times during the school year.

Honor Rolls

Honor rolls will be determined by grade averages in core content areas each grading period. Honor rolls will be determined in grade levels and/or content areas that are recorded using numerical grades only.

For the Year
A Honor Roll: Students who have a 90 or higher in classes with numerical grades for the year and have only had A's on the report card for the entire year.
A/B Honor Roll: Students who have maintained an A/B average for all areas for the year.

Personal/Character Awards (Elementary)
Honor roll is not recognized at the elementary level. Instead, each student will receive a personal award to celebrate their accomplishments.

Secondary campuses - students will be recognized throughout the year and at the end of year by campus teachers and administrators.

Bell Schedules

Grades	Open	First Bell	Class Begins	End of Day
Early Learning Center (PK)	6:50 AM	7:10 AM	7:15 AM	2:45 PM
Elementary (K-5)	7:05 AM	7:25 AM	7:30 AM	3:00 PM
Middle (6-8)	8:00 AM	8:20 AM	8:25 AM	4:00 PM
High School (9-12)	7:40 AM	8:05 AM	8:10 AM	3:45 PM

Bullying (All Grade Levels)

The district strives to prevent bullying, in accordance with the district's policies, by promoting a positive school culture; building healthy relationships between students and staff; encouraging reporting of bullying incidents, including anonymous reporting; and investigating and addressing reported bullying incidents.

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

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

Bullying is prohibited by the district and could include the following **IF** it meets the definition of bullying as defined by state law:

> Hazing; Threats; Taunting; Teasing; Confinement; Assault; Demands for money; Destruction of property; Theft of valued possessions; Name-calling; Rumor-spreading; and Ostracism.

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

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

The district will integrate into instruction research-based content designed to reduce bullying that is appropriate for students' age groups.

Students in elementary grades will participate in:

- Instruction designed so that students can recognize bullying behaviors and how to report them
- Age-appropriate discussions that encourage peers to intervene when they observe bullying occur
- Instruction that characterizes bullying as a behavior that results from the student's need to acquire more mature social or coping skills, not an unchangeable trait

Students in secondary grades will participate in:

- Instruction on the brain's ability to change and grow so the student recognizes bullying behavior can come from a developmental need to acquire more social skills, can change when the brain matures and learns better ways of coping, and is not an unchangeable trait
- Discussions that portray bullying as undesirable behavior and a means for attaining or maintaining social status at school, and that discourage students from using bullying as a tool for social status
- Instruction designed so that students recognize the role that reporting bullying behaviors plays in promoting a safe school community

The district will use an age-appropriate survey about school culture that includes relevant questions on bullying to identify and address student concerns.

Each campus has a committee that addresses bullying by focusing on prevention efforts and health and wellness initiatives. The committee will include parents and secondary students. For

more information on this committee, including interest in serving on the committee, contact the campus principal.

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

A student may anonymously report an alleged incident of bullying through the online anonymous reporting link on each campus website.

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

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

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

Any action taken in response to bullying will comply with state and federal law regarding students with disabilities.

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

Upon recommendation of the administration, the board may transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the board may transfer the student to another campus in the district.

The parent of a student who has been determined to be a victim of bullying may request that the student be transferred to another classroom or campus within the district. [See **Safety Transfers/Assignments** .]

A copy of the district's bullying policy is available in the principal's office, superintendent's office, and on the district's website, and is included at the end of this handbook as an appendix.

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

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

Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels Only)

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

- Agriculture, Food, and Natural Resources
    - Architecture and Construction
- Arts, A/V Technology, and Communications

- Business, Marketing, and Finance
- Education and Training
    - Engineering
- Health Science
- Hospitality and Tourism
    - Information Technology
- Law and Public Service

Admission to these programs is based on prerequisites listed in the course description.

The district offers work-based learning courses in the following areas: (BULLET them BELOW)

- Practicum in Agriculture, Food and Natural Resources: Agricultural Technology
- Practicum in Agriculture, Food and Natural Resources: Animal Science
- Practicum in Agriculture, Food and Natural Resources Floral Design
- Practicum in Architectural Design
- Practicum in Audio/Video Production
- Practicum in Construction Management
- Practicum in Culinary Arts
- Practicum in Entrepreneurship
- Practicum in Graphic Design and Illustration
- Practicum in Health Science: PCT
- Practicum in Health Science: Pharmacy Technician
- Practicum in Law Enforcement
- Practicum in Marketing

The Liberty Hill Independent School District offers Career and Technical Education Programs in ten different career cluster areas. Admission to these programs is based on interests and aptitude, age appropriateness, and available class space.

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

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

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

For information about your rights or grievance procedures, contact the Title IX coordinator and the ADA/Section 504 coordinator.

[See **Nondiscrimination Statement** on page for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator.]

Celebrations (All Grade Levels)

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

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

Campuses and schools may designate days where normally prohibited food and drinks are allowed as an exception such as class parties. This will be communicated in advance to ensure planning and safety.

Elementary Birthdays: Please coordinate with your child's teacher one week prior. Parents are welcome to bring commercially prepared baked goods or non-edible 'goodies.' Treats will be shared at a prearranged day and time agreed upon by the teacher based on the policy of each individual elementary school. Please do not send balloons or flowers to your child's classroom as it causes a distraction to the instruction day. As a district we value inclusion of all. For this reason, IF you send birthday party invitations to school to be distributed, you MUST invite all students in the classroom.

Child Abuse, Neglect, School Staff Misconduct, Trafficking, and Other Maltreatment of Children (All Grade Levels)

The district has established a plan for addressing child sexual abuse, neglect, school staff misconduct, trafficking, and other maltreatment of children, which may be initiated by contacting the Deprtment of Family and Protective Services (DFPS)/Child Protective Services (CPS). The plan is available at www.libertyhill.txed.net. Abuse includes physical abuse, including sexual abuse, and mental and emotional abuse. Trafficking includes both sex and labor trafficking.

Duty to Report

Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS). See below for information about how to report and respond to allegations of child abuse or neglect.

Possible Warning Signs of Child Abuse, Neglect, School Staff Misconduct, Trafficking, and Other Maltreatment of Children

- Possible warning signs of physical abuse include:
- Frequent injuries such as bruises, cuts, black eyes, or burns without adequate explanations
- Frequent complaints of pain without apparent injury
- Burns or bruises in unusual patterns that may indicate the use of an instrument or human bite; cigarette burns on any part of the body
- Lack of reaction to pain
- Extreme fear of going home or seeing parents
- Injuries that appear after a child has not been seen for several days
- Unseasonable clothing that may hide injuries to arms or legs

Sexual Abuse

Possible warning signs of sexual abuse include:

- Physical signs of sexually transmitted diseases
- Evidence of injury to the genital area
- Pregnancy in a young girl
- Difficulty in sitting or walking
- Extreme fear of being alone with adults of a certain sex
- Sexual comments, behaviors, or play beyond what is considered age-appropriate behavior
- Knowledge of sexual relations beyond what is expected for a child's age
- Sexual victimization of other children

Children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels) and Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking]

Emotional Abuse

Possible warning signs of emotional abuse include:

- Over-compliance or low self-esteem caused by scapegoating or verbal abuse by caregivers
- Severe depression, anxiety, or aggression
- Lag in physical, emotional, and intellectual development
- Indicators of a caregiver who belittles the child, withholds love, and seems unconcerned about the child's problems
- Significant changes to behavior, such as withdrawal or overaggression
- Significant changes to weight, such as substantial weight gain or weight loss

Neglect

Possible warning signs of neglect include:

- Inappropriate boundaries or communications with a student, including inappropriate relationships
- Violating school or district communication policies, such as improper use of messaging apps or social media
- Showing favoritism toward certain students in a way that compromises fairness or student well being

School Staff Misconduct

Possible warning signs of school staff misconduct include:

- Obvious malnourishment
- Consistent lack of personal hygiene that poses a health risk
- Stealing or begging for food
- Child unattended for long periods of time
- Unaddressed need for dental care or other medical attention
- Creating, using, or sharing inappropriate AI-generated images involving students or staff
- Neglecting, abusing, or physically harming a student
- Providing alcohol or drugs to a student
- Being under the influence of alcohol or drugs while on school property or during school activities

- Possessing a weapon on school property or during school activities
- Committing a felony
- Engaging in fraudulent or deceptive practices involving the school system or State Board of Education Certification (SBEC)

Description and 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. Some traffickers contact 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
- Older romantic partners

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
- A desire to quit a job but not being allowed to do so

[See **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** .]

Reporting and Responding to Child Abuse, Neglect, Trafficking, and Other Maltreatment of Children

A child who has experienced any type of abuse or neglect should be encouraged to seek out a parent or trusted adult. Children may be reluctant to disclose abuse 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 abuse, neglect, trafficking, or other maltreatment, the school counselor or principal will provide information on counseling options for you and your child available in your area. DFPS also manages early intervention counseling programs.

To find out what services may be available in your county, see Texas Health and Human Services' Family Support Services Program Locator (https://fss.hhs.texas.gov/Programs_Available_In_Your_County/default.asp).

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 (www.txabusehotline.org).

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

The following websites include resources to help increase awareness of child abuse and neglect, sexual abuse, trafficking, and other maltreatment of children:

- Child Welfare Information Gateway (https://www.childwelfare.gov)
- KidsHealth, For Parents, Child Abuse (https://kidshealth.org/en/parents/child-abuse.html)
- Office of the Texas Governor's Child Sex Trafficking Team (https://gov.texas.gov/organization/cjd/childsextrafficking)
- Human Trafficking of School-aged Children (https://tea.texas.gov/about-tea/other-services/human-trafficking-of-school-aged-children)
- Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault (https://www.nsvrc.org/publications/booklets/child-sexual-abuse parental-guide)
- National Center of Safe Supportive Learning Environments: Human Trafficking in America's Schools (https://safesupportivelearning.ed.gov/human-trafficking-americas-schools)

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

Class of 2025 - 2027

The District shall include in the calculation of class rank grades earned in all high school credit courses taken in grades 9–12, unless excluded below.

The calculation of class rank shall exclude:

- Grades earned in or by physical education; athletics; cheerleading; marching band;
- A second, third, or fourth year fine arts course;
- A local credit course;
- A course taken at an unaccredited school, including a homeschool;
- A course for which a pass/fail grade is assigned;
- Credit by examination, with or without prior instruction; and
- Credit earned in middle school courses taken through distance or online learning.

The calculation of class rank shall exclude grades earned through distance learning, unless the grade is earned in a distance learning course either assigned to the student by the District or offered as a course option along with traditional District courses.

The District shall assign weights to grades earned in eligible courses and shall calculate a weighted numerical grade average in accordance with the following scale:

Category	Weight
Advanced Placement (AP)	plus 10
Dual Credit/OnRamps/Dual Enrollment	plus 10
Pre-AP, Advanced, Honors	plus 5
Regular Academic and first year Fine Arts	plus 1
All Other Eligible Courses	plus 0

The district shall communicate in its course catalog the list of locally designated advanced and honors courses available to students in each graduating class.

Class of 2028 and Beyond

The District shall include in the calculation of class rank grades earned in high school credit courses taken in grades 9–12 as outlined below:

A total of 18 credits from the courses list below will count into the GPA:

- The best grade earned in four core courses (8 semesters) of
    - English (4 courses, 8 semesters)
    - Math (4 courses, 8 semesters)
    - Science (4 courses, 8 semesters)
    - Social Studies (4 courses, 8 semesters)
- The best grade earned in two courses (four semesters) of
    - Languages other than English LOTE (2 courses, four semesters)

The following courses shall be excluded from GPA:

- High School courses taken during middle school (for example Algebra I or Spanish I)
- Credit Recovery/distance learning
- Correspondence courses
- Credit by Exam(s)
- Summer School courses (does not include dual credit courses)
- Courses taken at an unaccredited school/Homeschool
- Local course credit
- Courses for which a pass/fail grade is assigned.

The District shall assign weights to grades earned in Core and LOTE eligible courses and shall calculate a weighted numerical grade average in accordance with the following scale:

Category	Weight
Advanced Placement (AP)	plus 10
Dual Enrollment/OnRamps	plus 10
Dual Credit (DC) ACC or ASU dual credit courses listed in the crosswalk	plus 10
Pre-AP, Advanced, Honors	plus 5
All Other Eligible Courses	plus 0

The District shall record unweighted numerical course grades on student transcripts. The District shall report the student's cumulative GPA on a weighted 100-point scale.

When a student transfers grades for properly documented and eligible courses from an accredited high school, the District shall assign weight to those grades based on the categories and grade weight system used by the District if comparable courses were offered to the same class of students in the District.

For the purpose of determining honors to be conferred during graduation activities, the District shall calculate class rank using grades available at the time of calculation at the end of the 5th six weeks.

For the purpose of applications to institutions of higher education, the District shall also calculate class ranking as required by state law. The District's eligibility criteria for local graduation honors shall apply only for local recognitions and shall not restrict class ranking for the purpose of automatic admission under state law. [See EIC(LEGAL)]

The valedictorian and salutatorian shall be the eligible students with the highest and second highest ranking, respectively. To be eligible for such recognition, a student must:

1. Have been continuously enrolled in the District high school for the four semesters immediately preceding graduation;

2. Have completed the Foundation Plan + Endorsement or the Distinguished Level of Achievement + Endorsement for graduation; and

3. Be graduating after exactly eight semesters of enrollment in high school.

In case of a tie in weighted numerical grade averages after calculation to the thousandths place, the District shall recognize all students involved in the tie as sharing the honor and title.

Unless the highest-ranking student was ineligible for valedictory honors, the District shall then make a comparison of standardized test scores (the SAT and then the ACT) to determine which student shall receive the state scholarship certificate for the highest-ranking student.

The District shall recognize as an honor graduate each student who has earned a weighted numerical grade average no lower than 90 in any course included in the calculation for class ranking for the student's entire enrollment in high school.

[For further information, see policy EIC.]

[See policy EIC for more information.]

Class Schedules and Teacher Assignments (All Grade Levels)

All students are expected to attend school for the entire school day and maintain a full class schedule. Parents at all levels are not allowed to request teachers. Elementary parents will be provided with an opportunity to give feedback regarding their child's learning style and personality and any recommended peer separations to help with placement. Secondary students should complete their course request sheets and student schedules will be created based on those requests and seat availability in each class. A full-time senior is required to take six academic classes.

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

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

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

- 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.
- Beginning in the fall of 2028, achieves a score set by the Texas Higher Education Coordinating Board on a college entrance examination designated by coordinating board rules.

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

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

The University of Texas at Austin may limit the number of automatically admitted students to 75 percent of the University's enrollment capacity for incoming resident freshmen. From the summer/fall 2026 term through the spring 2027 term, the University will admit the top five percent of a high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

As required by law, the district will provide written notice concerning the following:

- Automatic college admission
- Curriculum requirements for financial aid
- Benefits of completing the requirements for automatic admission and financial aid

- The Texas First Early High School Completion Program, which requires a student to provide an official copy of assessment results and transcripts, as applicable, to receive credit for the assessments and credits required for early graduation under the program
- The Texas First Scholarship Program
- The Future Texas Teachers Scholarship Program

Parents and students will be asked to sign an acknowledgment that they received this information.

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

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

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

College Credit Courses (Secondary Grade Levels Only)

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

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), or college preparatory
- Enrollment in OnRamps courses taught in partnership with the University of Texas.
- Enrollment in courses taught in conjunction and in partnership with Austin Community College and Angelo State University and Tarleton State University.
- Enrollment in courses taught at other colleges or universities
- Certain CTE courses offered as dual enrollment through Tarleton State University

Enrollment and eligibility requirements for these programs are listed in the High School Course Planning Guides.

Under the Financial Aid for Swift Transfer (FAST) program, a student may be eligible to enroll at no cost to the student in dual credit courses at a participating institution of higher education. The FAST program allows students who are or have been educationally disadvantaged at any time during the four years preceding the student's enrollment in a dual credit course to enroll at no cost to the student. The district will determine eligibility upon the student's enrollment in the dual credit course. See the high school counselor for more information.

A student may be eligible for subsidies based on financial need for AP or IB exam fees. See **Fees (All Grade Levels)** on page for more information.

A student may also earn college credit for certain Career and Technical Education (CTE) courses. See **Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels Only)** on page for information on CTE and other work-based programs.

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

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

Communications (All Grade Levels)

Parent Conferences

All teachers have a conference period for instructional planning, scheduled meetings, and parent conferences. Please contact your child's teacher to schedule conferences during this time or after school to protect instructional time in the classroom.

Parent Contact Information

A parent is legally required to provide in writing the parent's contact information, including address, phone number, and email address.

A parent must provide the contact information to the district upon enrollment and again within two weeks after the beginning of each following school year while the student is enrolled in the district.

If the parent's contact information changes during the school year, the parent must update the information in writing no more than two weeks after the date the information changes.

A parent may update contact information by contacting the campus registrar.

Automated Emergency Communications

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

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

Automated Nonemergency Communications

Your child's school periodically sends information by automated or pre-recorded messages, text messages, or real-time phone or email communications that are closely related to the school's mission and specific to your child, your child's school, or the district.

Standard messaging rates of your wireless phone carrier may apply.

If you do not wish to receive such communications, please contact your child's principal. [See **Safety** for information regarding contact with parents during an emergency.]

Elementary Parent Communication

Teacher and campus grade level newsletters will be sent home electronically per campus schedule. Additionally, weekly student folders will be utilized for sending home graded work, notes and flyers. Teachers will continue to contact parents more frequently if needed. Families needing paper copies of any electronic correspondences may request these through their child's teacher. Email addresses entered during the student registration process will be the default email address for this correspondence. Parents/guardians who do receive correspondence as

described or wish to change their email address should contact the campus registrar for technical support.

Secondary Parent Communication

Campus grade level newsletters will be sent home electronically per campus schedule. Teachers will continue to contact parents more frequently if needed. Families needing paper copies of any electronic correspondences may request these through their child's teacher. Email addresses entered during the student registration process will be the default email address for this correspondence. Parents/guardians who do receive correspondence as described or wish to change their email address should contact the campus registrar for technical support.

Complaints and Concerns (All Grade Levels)

To ensure student success at school it is imperative parents and school staff work together. If at any time you have questions or concerns, please contact the staff member directly. If your concern cannot be resolved with that staff member directly, please contact a campus administrator. Many times, students will not have all of the facts or information about a particular situation so the parents must work with the school to ensure we are all on the same page. School staff are expected to return parent phone calls and emails within 24 hours of receiving them.

For those complaints and concerns that cannot be resolved informally, the board has adopted a student and parent grievance policy at FNG(LOCAL).

LHISD will adopt revised FNG(LEGAL) and (LOCAL) policy based on mandates from the 89th legislative session once received. In accordance with Education Code Chapter 26A, this policy describing the grievance process in detail will be available in the district's online policy manual at www.libertyhill.txed.net and will be attached to this handbook as an appendix. A parent may file a grievance by submitting the district grievance form to the campus principal. The district's grievance forms will be available on the district's website at [https://www.libertyhill.txed.net] and the principal's or superintendent's office. A parent will be able to submit a grievance electronically.

For those complaints and concerns that cannot be resolved informally, the board has adopted a Student and Parent Complaints/Grievances policy at FNG(LOCAL). This policy can be viewed in the district's policy manual, available online at www.libertyhill.txed.net. The grievance form can be accessed through Liberty Hill ISD's Central Office located at 301 Forrest Street, Liberty Hill, TX, 78642.

In general, the written grievance form should be completed and submitted to the campus principal in a timely manner.

If the concern is not resolved, a parent or student may appeal to the deputy superintendent designee.

If the concern is not resolved, a parent or student may appeal to the superintendent or superintendent's designee.

If the concern is still unresolved, the district provides a process for parents and students to appeal to the Board of Trustees.

Hearings at each level will be conducted in accordance with the timelines established by law described in the district's policy at FNG(LOCAL).

Conduct (All Grade Levels)

Applicability of School Rules

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

The goal of LHISD is to ensure that every student is provided a quality education in a nurturing, safe, respectful environment based on the premise that every student can learn. Campus staff will support by:

1. We will teach students expectations for responsible, respectful, and safe behaviors in every school environment by relating student actions to our school-wide expectations.
2. We will provide positive feedback to students when they are meeting expectations and following the guidelines for success.
3. When minor misbehavior occurs, staff will view the misbehavior as a teaching opportunity, responding with calm, consistent corrections, or consequences.

Our job is to teach students how to behave in a way that will bring success in their future as students and as citizens. If a consequence needs to occur in order to reinforce the teaching, we will choose one that is REASONABLE, RELATED, and RESPECTFUL.

The teacher will contact parents in the event of ongoing or escalated behaviors to discuss strategies for success. Students with ongoing behavior concerns might also benefit from a daily behavior report card and communication log with parents.

Our goal is to protect classroom instructional time, ensure a safe environment for all students and provide consequences for inappropriate behavior that are appropriate with the offense.

During summer instruction, the Student Handbook and Student Code of Conduct in place for the school year immediately preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction.

Campus Behavior Coordinator

Each campus has 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. While a campus administrator may be assigned to a group of students by alpha or grade, all campus administrators have the same authority and supervisory responsibility for all students.The contact information for each campus behavior coordinator is available on the district's website at www.libertyhill.txed.net and the coordinator for the campuses are listed below:

- Liberty Hill High School – Jennifer Whitehead
- Legacy Ranch High School - Leslie Stephens
- Legacy Ranch Middle School - Ryne Foster
- Liberty Hill Middle School – Brent Neal

- Santa Rita Middle School – Anthony Zanin
- Noble Early Learning Center - Colleen Hawkins
- Louine Noble Elementary School – Colleen Hawkins
- Liberty Hill Elementary School – Carolyn Bryant
- Bill Burden Elementary School – Lindsey Jameyson
- Rancho Sienna Elementary School – Cassidy Ness
- Santa Rita Elementary School – Megan Garner
- Bar W Elementary - Angie de los Santos
- Tierra Rosa Elementary - Taylor Norton

Deliveries

Delivery of messages or packages to students will not be allowed during instructional time except for emergencies. A parent may leave a message, a forgotten lunch, or a water bottle for the student to pick up from the front office. Balloons, flowers, mums, invitations, gifts, food deliveries and other non-academic items should not be sent to the school at all. Please remember it is difficult for students to carry these items from class to class and to ride on district transportation. Any non-instructional items will be collected by administration.

Discipline

When students make choices that are in need of a consequence, every effort will be made to resolve the concern and return the student to class as quickly as possible to ensure student learning continues. Classroom teachers will handle most discipline concerns so questions regarding discipline should start by speaking with the teacher. In the event the student misbehavior is repeated or severe, an administrator will be involved. Students that have continued. repetitive or severe violations of the student code of conduct and school expectations may result in more severe consequences such as in school suspension or out of school suspension and/or placement in the DAEP of campus. *It is imperative parents work with the school for students to be successful throughout this process*.

Disruption of School Operations

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

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

Disruption of classes or other school activities while on or within 500 feet of district property includes:

- Making loud noises
- Trying to entice a student away from, or to prevent a student from attending, a required class or activity
- Entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct

Interference with the transportation of students in vehicles owned or operated by the district is also considered a disruption.

Extracurricular Events

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

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

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

Counseling

The district follows the TEA Texas Model for Comprehensive School Counseling Programs for 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
- 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

Each campus counselor will make a preview of the program, including all materials and curriculum, available to parents to review via the school counselor website or during school hours.

Academic Counseling

Elementary and Middle School Grade Levels

School counselors will provide students with opportunities for college & career exploration, transition support from 5th to 6th and 8th to 9th grade, and postsecondary education options.

High School Grade Levels

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

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

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

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

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

[See **Scholarships and Grants** for more information.]

Personal Counseling (All Grade Levels)

The school counselor is available to assist students with a wide range of personal, social, emotional, mental health and substance abuse concerns. A student who wishes to meet with the school counselor should request a meeting in the campus main office. As a parent, if you are concerned about your child's mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance.

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

[See **Mental Health Support (All Grade Levels)**, **Child Abuse, Neglect, School Staff Misconduct, Trafficking, and Other Maltreatment of Children** and **Dating Violence**.]

Course Credit (Secondary Grade Levels Only)

A student at any grade level enrolled in a high school course will earn credit for the course only if the final grade is 70 or above. For a two-semester course (1.0-credit), the student's grades from both semesters will be averaged and credit will be awarded if the combined average is 70 or above. If the student's combined average is less than 70, the student will be awarded credit only for the semester with the passing grade. High school courses taken in middle school will not be calculated into a student's high school GPA. (See Course Planning Guide.)

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

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

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

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

If a student is granted approval to take an examination for credit, the student must score at least 70 on the examination to receive credit for the course or subject. [See the school counselor and policy EHDB(LOCAL) for more information.]

Upon receiving a passing score of 70% on a CBE for course recovery, the student will be scheduled in the appropriate next level at the beginning of the following school year.

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

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

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

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

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

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

Upon receiving a passing score of 80% on a CBE Acceleration, students will be scheduled in the appropriate next level beginning of the following school year.

Kindergarten Acceleration

Students that meet the age requirement (at least five years of age on September 1st of the current school year) may take a Kindergarten Reading and Math Credit by Exam and score at least an 80 on each examination to be considered for acceleration to the first grade.

Students in Grades 1-5

A student in elementary school is eligible to accelerate to the next grade level if the student meets all of the following requirements:

- The student scores at least an 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 is eligible to earn course credit if the student meets one of the following requirements:

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

A student may take an examination to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school's high school course sequence, the student must complete the course.

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

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

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

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

Dating Violence

Dating violence will not be tolerated at school. To report dating violence, see **Reporting Procedures**.

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

Examples of dating violence against a student may include, but are not limited to:

- Physical or sexual assaults
- Name-calling
- Put-downs
- Threats to hurt the student, the student's family members, or members of the student's household
- Destroying property belonging to the student
- Threats to die by suicide or homicide if the student ends the relationship
- Threats to harm a student's past or current dating partner
- Attempts to isolate the student from friends and family
- Stalking
- Encouraging others to engage in these behaviors

In accordance with law, when the district receives a report of dating violence, a district official will immediately notify the parent of the alleged victim and alleged perpetrator.

A flier from the Texas Attorney General's office includes information on recognizing and responding to dating violence, including contact information for help. The counselor's office has additional information about the dangers of dating violence and resources for seeking help.

The counselor's office has information about the dangers of dating violence and resources for seeking help.

For more information on dating violence, see:

- Texas Attorney General's office recognizing and responding to dating violence flier (https://www.texasattorneygeneral.gov/sites/default/files/files/child-support/papa/session%2010/recognizing-relationship-violence-en.pdf)
- The CDC's Preventing Teen Dating Violence (https://www.cdc.gov/violenceprevention/intimatepartnerviolence/teendatingviolence/fastfact.html)

[See **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking**.]

Discrimination

Discrimination is defined as any conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, age, 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 a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of harassment may include, but are not limited to:

- Offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation

- Threatening, intimidating, or humiliating conduct
- Offensive jokes, name-calling, slurs, or rumors
- Physical aggression or assault
- Graffiti or printed material promoting racial, ethnic, or other negative stereotypes
- Other kinds of aggressive conduct such as theft or damage to property

Sexual Harassment and Sex-Based Harassment

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

Examples of sexual harassment may include, but are not limited to:

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

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

Pregnancy or Related Conditions

The district does not discriminate on the basis of pregnancy or a related condition.

Please contact your child's school counselor and school nurse for pregnancy-related supports.

Retaliation

Retaliation against a person who makes a report or participates in an investigation of discrimination, harassment, or dating violence is prohibited.

Reporting Procedures

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

Upon receiving a report, the district will determine whether the allegations, if proven, constitute prohibited conduct as defined by policy FFH. If not, the district will refer to policy FFI to determine whether the allegations, if proven, constitute bullying, as defined by law and policy FFI. If the alleged prohibited conduct also meets the statutory and policy definitions for bullying, an investigation of bullying will also be conducted. [See **Bullying**.]

The district will promptly notify the parent of any student alleged to have experienced prohibited conduct involving an adult associated with the district. In the event alleged prohibited conduct involves another student, the district will notify the parent of the student alleged to have

experienced the prohibited conduct when the allegations, if proven, would constitute a violation as defined by policy FFH.

Investigation of Report

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

To the extent possible, the district will respect the privacy of the student. However, limited disclosures may be necessary to conduct a thorough investigation and comply with law.

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

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

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

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

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

Discrimination

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

Distance Learning (All Grade Levels)

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

The distance learning opportunities that the district makes available to students are correspondence courses offered by the University of Texas at Austin and Texas Tech University as approved by the Texas Education Commissioner. Students must meet with their school counselor for approval prior to completing a correspondence course.

[See **Remote Instruction**.]

Virtual and Hybrid Instruction

A student has the option, with certain limitations, to enroll in virtual or hybrid instruction through virtual or hybrid courses offered by the district or by another district or school to earn course credit for graduation.

Depending on the virtual or hybrid course in which a student enrolls, the course may be subject to the "no pass, no play" rules. [See **Extracurricular Activities, Clubs, and Organizations (All Grade Levels)**] In addition, a student who enrolls in a virtual or hybrid course for which an end-of-course (EOC) assessment is required must still take the corresponding EOC assessment.

A parent may ask questions or request that their child be enrolled in a virtual or hybrid course offered by the district by contacting the school counselor.

A copy of policy EHDE addressing distance learning will be distributed to parents of middle and high school students at least once each year. If you do not receive a copy or have questions about this policy, please contact Dr. Heather Stoner, Assistant Superintendent, 512-260-5580.

Distribution of Literature, Published Materials, or Other Documents (All Grade Levels)

School Materials

Publications prepared by and for the school may be posted or distributed, with the prior approval of the principal, sponsor, or teacher. Such items may include school posters, newspapers, yearbooks, brochures, flyers, and the like.

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 before selling, posting, circulating, or distributing more than ten copies of written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any nonschool material must include the name of the sponsoring person or organization. Approval will be granted or denied within two school days.

The Superintendent has designated a location for approved non-school materials to be placed for voluntary viewing or collection by students. [See policy FNAA for more information.]

A student may appeal a decision in accordance with policy FNG(LOCAL). Any student who sells, posts, circulates, or distributes 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.

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

From Others

No person or group will sell, circulate, distribute, or post on any district premises written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that is not sponsored by the district or by a district-affiliated school-support organization, except as permitted by policy GKDA.

To be considered for distribution, any non-school material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the Superintendent for prior review. The Superintendent will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies DGBA or GF for more information.]

The Superintendent has designated a 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 noncurricular-related student group meeting held in accordance with policy FNAB(LOCAL).
- Distribution for electioneering purposes during the time a school facility is being used as a polling place, in accordance with state law.

All 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 (All Grade Levels)

In accordance with LHISD Board Policy FNCA(Local), the district's dress code is established to teach grooming and hygiene, prevent disruption, to minimize safety hazards and is approved by the school board annually as part of the student code of conduct. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the following:

1. Apparel and/or accessories that contain references to discrimination, alcohol products, tobacco products, drugs, sex, vulgarity, death, suicide, the occult, or violence – either explicitly or by innuendo – are prohibited.

2. Apparel and/or accessories that denote gang-related associations are prohibited (i.e., rags, bandanas, shirts draped over the shoulder, shaved/notched eyebrows, or other physical alterations as identified by local law enforcement). LHISD themed colored bandanas are allowed.

3. Frayed, holed, or ripped clothing should not expose underwear, undergarments and private areas and must meet all other requirements of the dress code.

4. Hair must be clean, well-groomed, and out of the eyes. Hair must be a natural color with only natural colored highlights allowed.

5. Students' faces must not have any facial hair.

6. Piercings are allowed in the ears, but gauges are prohibited. A small nostril stud piercing is allowed but bridge and septum piercings are prohibited. All other facial piercings are prohibited.

7. Caps, hats, head coverings, and/or dark glasses are prohibited inside the building.

8. Tops must meet the beltline and should not expose the midriff at any time. The exposure of underwear, undergarments, cleavage and the wearing of see-through, mesh, swimsuit tops and undershirts are prohibited. Tops should not extend below shorts, skirts or dresses.

9. Jackets, sweatshirts, sweaters and hoodies are permitted following the dress code guidelines and hoods should not be worn inside. Trench coats are prohibited

10. Pants must be sized appropriately and worn at the natural waistline. Sagging pants and the revealing of underwear, undergarments or private areas is prohibited. Sleepwear, pajamas, and swimsuit bottoms or shorts are prohibited.

11. Shorts, skirts, and/or dresses must be long enough to ensure underwear, undergarments and private areas are not exposed at any time. Leggings (or similarly styled pants) must not expose underwear, undergarments or private areas including bottoms at any time. Tops should not extend below shorts, skirts or dresses.

12. Shoes must be worn at all times. House shoes and shoes with wheels are prohibited.

13. Dog collars, choker chains, spiked metal items, wallet chains, chains on garments or costume apparel of any type are prohibited. (Ex: Dressing up in an animal costume or apparel)

14. Tattoos, drawings and markings on the skin must be covered at all times.

15. The administration has the right to evaluate any current fashion or fad and determine whether or not it is appropriate for school, taking into consideration the age and grade of the child. Any students in need of a religious exemption should contact the campus principal. Some programs, events or extra curricular activities may require dress code standards that differ from this dress code and will be required to follow in order to participate. The administration may also allow a whole school or grade level an exception to the dress code on specifically designated days that have been communicated.

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

Electronic Devices and Technology Resources (All Grade Levels)

Safe Use of Technology

The district is committed to ensuring that students use technology safely and will follow all federal and state requirements to protect students from excessive data collection or materials that are considered harmful to minors. The district considers parents as partners in cybersecurity and online safety.

In accordance with state and federal law, the district will:

- Install and maintain a content filter that restricts obscene, pornographic or otherwise harmful materials in accordance with the Children's Internet Protection Act (CIPA)
- Require direct and informed parental consent for a student's use of software, other than software excluded from the consent requirement by law

Require direct and informed parental consent for a student's use of software that conducts mental health assessments or other assessments unrelated to education curricula that are intended to collect information about students [See Consent to Conduct a Psychological Evaluation.]

[See **Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)]**

Possession and Use of Personal Communications Devices, Including Cell Phones and Other Electronic Devices

In accordance with state law, the district prohibits the use of a personal communication device (such as cell phones, tablets, and smartwatches) while on school property during the school day. For more information about permitted use in certain circumstances and disciplinary measures that apply to this prohibition, see the Student Code of Conduct and policy FNCE(LOCAL).

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

A student who violates this policy shall be subject to discipline in accordance with the Student Code of Conduct. Consequences could range from a verbal warning, the device being turned in to the office, lunch detention, or In School Suspension. If the device is confiscated, the parent/guardian may be required to pick it up from the office.

Any refusal to surrender a personal communication device when requested will be considered a violation of the student code of conduct and could result in either a suspension or placement at DAEP. The Campus Behavior Coordinator must use their administrative discretion to make the best disciplinary decision based on the student's disciplinary history.

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

Confiscated communications devices that are not retrieved by the student or the student's parent will be disposed of after the notice required by law. [See policy FNCE for more information.]

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

The district is not responsible for damaged, lost, or stolen telecommunications devices

Instructional Use of Personal Electronic Devices

Students must obtain prior approval to use personal electronic devices allowed by law for instructional purposes while on campus. The district may not permit use of a prohibited personal communication device except as required by law. See [**Possession and Use of Personal Communications Devices, Including Cell Phones and Other Electronic Devices**]

Technology Resources Acceptable Use Policy

Liberty Hill ISD (LHISD) Technology Resources are defined as all network infrastructure, servers, endpoint computing devices, mobile technologies, peripherals, applications, databases, online resources, Internet access, email and all other interconnected technologies as they currently exist or become available. This policy applies to all access of these resources from any location, whether using district-owned or personal devices.

Availability of Access

Access to the LHISD network is a privilege, not a right. Access shall be made available to students for instructional purposes and in accordance with administrative regulations, LHISD policy, and law.

Monitoring, Restricting and Filtering

Use of the network shall not be considered confidential and may be monitored or restricted at any time by designated staff in order to ensure appropriate use for instructional or administrative purposes.

LHISD reserves the right to block or remove access to any application, online service, and data that is determined to interfere with the function of technology, district instructional and administrative goals, or applicable law.

- LHISD reserves the right to decrypt, monitor, and access student internet traffic and data as necessary to create a safe and secure environment.

It is the responsibility of parents to supervise children when using district-provided technology while at home. Although internet content filters and other security layers are in place when students are on district property and at home, devices may encounter inappropriate content. Parents are key to the support for promoting responsible and safe use by setting and communicating expectations, supervising activity and monitoring the safe handling and securing of district property while in the possession of students.

Technology Resource Use Expectations

Content and Behavior Expectations

- Students are expected to use technology resources appropriately and for educational purposes only
- Students will abide by all laws and policies in use of technology resources
- Students are expected to avoid posting, sending, or viewing threatening, harassing, or inappropriate material
- Students are prohibited from bullying or harassing others online
- Students will refrain from using profanity, slurs, or other offensive language
- Students will not post or transmit photos of other students
- Students will avoid pretending to be someone else online
- Students will follow copyright laws by obtaining proper permission before downloading or using copyrighted material

- Students will refrain from accessing or interfering with other students' work
- Students are expected to avoid using school technology for business or profit
- Students are responsible for the proper care of all LHISD devices and equipment
- Students will use artificial intelligence tools ethically and transparently, following teacher guidelines and properly attributing any AI assistance in their work

Security Expectations

- Students are responsible for keeping accounts secure and must never share login passwords with others
- Students will refrain from attempting to bypass internet filters or accessing blocked websites in violation of federal law (CIPA)
- Students will not attempt to hack, scan, probe, damage, or degrade systems or networks
- Students are prohibited from installing unauthorized software or games
- Students will avoid downloading or creating harmful programs, scripts or viruses
- Students are prohibited from creating accounts on unauthorized websites or apps
- Students will avoid sending unauthorized messages to school distribution lists or generating spam or electronic chain letters

Prohibited Conduct

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

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content — commonly referred to as "sexting" — will be disciplined in accordance with the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement. This type of behavior may constitute bullying or harassment, as well as impede future endeavors of a student. We encourage parents to review with their child the "Before You Text" Bullying and Sexting Course (https://txssc.txstate.edu/tools/courses/before-you-text/), a state-developed program that addresses the consequences of sexting.

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

Online Conduct

Students are responsible for appropriate behavior online, just as they are in all their personal interactions. Communication with others should always be education-related. The privacy of others should always be respected.

Students should avoid the following when online:

- Posting or transmitting personal information about yourself or others, such as addresses and phone numbers.
- Responding to requests for personally identifying information or contact from unknown individuals.
- Arranging to physically meet people first met online in non-school related contexts. If a request for such a meeting is received, it should be reported to a teacher or administrator immediately.

Special Note: Cyberbullying

Cyberbullying is defined as the use of any Internet-connected device for the purpose of bullying, harassing, or intimidating another student. This includes, but may not be limited to: Sending abusive text messages to cell phones, computers or Internet-connected game consoles; Posting abusive comments on someone's blog or social networking site (e.g., X or Instagram); Creating a social networking site or web page that masquerades as the victim's personal site and using it to embarrass him or her; Making it appear that the victim is posting malicious comments about friends to isolate him or her from friends; Posting the victim's personally identifiable information on a site; Sending abusive comments while playing interactive games; Recording and distributing media with the intent to manipulate or embarrass others.

Bullying will not be tolerated. Students should notify an instructor of anything inappropriate or that makes them uncomfortable.

Technology Devices

LHISD provides each student with access to a device through our 1:1 device program:

- Elementary students have access to devices during the school day in their classrooms
- Secondary students are assigned devices to use throughout the day and take home each day for assignments

Usage of LHISD 1:1 devices is governed by the LHISD Student 1:1 Device Manual, available on the district website at https://www.libertyhill.txed.net.

The manual covers:

- Device fees / Repair Costs
- Device damage or loss procedures
- Terms of agreement
- Infractions and consequences
- Student device guidelines

- Taking devices home
- Managing files and saving work
- Operating system and applications

Consequences for Inappropriate Use

Noncompliance with applicable acceptable use policies may result in:

- Disciplinary action consistent with LHISD policies and regulations
- Suspension of access to LHISD technology resources
- Revocation of account

Violations of law may result in criminal prosecutions as well as disciplinary action by LHISD. The nature of the violation will determine the appropriate disciplinary action on a case-by-case basis. Disciplinary actions may vary depending on the circumstances and are listed here only as a guideline.

End-of-Course (EOC) Assessments

[See **Graduation** and **Standardized Testing**.]

Emergent Bilingual Students (All Grade Levels)

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

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

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR Spanish, as mentioned at **Standardized Testing**, may be administered to an emergent bilingual 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 emergent bilingual students who qualify for services.

If a student is considered an emergent bilingual student 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.

State law requires the district to obtain written parental consent before a student may participate in a student club that is authorized or sponsored by the district. A parent may obtain consent forms for student clubs from the club sponsor.

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

Eligibility for many of these activities is governed by state law and the rules of the University Interscholastic League (UIL), a statewide association overseeing interdistrict competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students and parents can access the LHISD Academic Waiver Policy (https://docs.google.com/document/d/1H0mEluCHB-5AZG3nT6TolfzIdlHMRitUVlDALVq-LZc/edit?usp=sharing) and the UIL Parent Information Manual (https://www.uiltexas.org/athletics/manuals) online. A hard copy can be provided by the coach or sponsor of the activity on request.

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

[See UIL Texas (https://www.uiltexas.org/) for additional information on all UIL-governed activities.]

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

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

However, if a student receives a grade below 70 at the end of a grading period in an Advanced Placement (AP) or International Baccalaureate (IB), honors, dual credit, or dual enrollment course in English language arts, mathematics, science, social studies, economics, or languages other than English, the student may apply for an Academic Waiver for a maximum of two times for any course in an academic year to remain eligible for participation in all extracurricular activities.

If a student is enrolled in a state-approved course that requires demonstration of the mastery of an essential knowledge and skills in public performance and the student receives a grade below 70 in any course at the end of the grading period, the student may participate in a performance so long as the general public is invited.

In addition, the following applies to all extracurricular activities:

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

performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.

- An absence for participation in an activity that has not been approved will be considered an unexcused absence.

Standards of Behavior

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

Starting a Club

To start a student club, students must secure a staff sponsor, gather sufficient student sign-ups to demonstrate interest, and establish a consistent meeting schedule with specified dates, times, and locations. Once these requirements are met, students must meet with the campus principal to obtain formal approval.

Offices and Elections

Certain clubs, organizations, and performing groups will hold elections for student officers. Please refer to the clubs and organizations for their criteria process.

Fees (All Grade Levels)

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

- Materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations.
- Admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, and the like.
- 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.
- Damaged or lost electronic devices or peripherals, including optional fees to offset potential accidental damages
- Fees for driver training courses.

- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- A reasonable fee for providing transportation to a student who lives within two miles of the school. [See **Buses and Other School Vehicles**.]
- A maximum fee of $50 for an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program for the student to meet the 90 percent attendance requirements. 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 campus principal. [See policy FP for more information.]

Fundraising (All Grade Levels)

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

Gang-Free Zones (All Grade Levels)

Certain criminal offenses, including gang-related crimes, will be enhanced to the next-highest category of offense if they are committed in a gang-free zone. Gang-free zones include a school bus and any location in, on, or within 1,000 feet of any district-owned or leased property or campus playground.

Grading Guidelines (All Grade Levels)

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

- The minimum number of assignments, projects, and examinations required for each grading period
- How the student's mastery of concepts and achievement will be communicated (for example, letter grades, numerical averages, checklist of required skills, and the like)
- Circumstances under which a student will be allowed to redo an assignment or retake an examination the student originally failed
- Procedures for a student to follow after an absence
- Grading consequences for academic dishonesty, including cheating or copying the work of another student, plagiarism (including the unauthorized use of artificial intelligence (AI) such as ChatGPT), and unauthorized communication between students during an examination

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

Elementary Grading Guidelines

Board Policy: EIA (Local) Policy
The Superintendent or designee shall ensure that each campus or instructional level develops

guidelines for teachers to follow in determining grades for students. These guidelines shall ensure that grading reflects a student's relative mastery of an assignment and that a sufficient number of grades are taken to support the grade average assigned. Guidelines for grading shall be clearly communicated to students and parents. The district shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade.

Effective grading practices should…

1. Measure student mastery of content
2. Provide students with feedback in order to identify the next steps in their learning
3. Guide teachers with instructional planning
4. Communicate progress to parents
5. Demonstrate mastery through multiple avenues
6. Incorporate a collaborative partnership of all stakeholders

Grading Overview/Practices

1. Grades will be entered weekly throughout the grading period to provide opportunities for improvement prior to the end of the grading periods. Within a week of the assignment shall be recorded in the electronic grade book within a week of being due.
2. Students should be given multiple opportunities to practice before receiving a grade.
3. No blanket grades are to be entered for a grading period. A blanket grade is giving every student in the class the same grade for an assignment without regard to individual achievement.
4. Students will receive the highest, most consistent measure, not an average mark for multiple opportunities on a specific assignment.
5. A student's academic grades will not be affected by non-academic behavior or adherence to procedural rules. Examples include points being deducted for not having their names on their paper or cursive writing when the TEKS being assessed is not cursive.
6. Parents will be encouraged to monitor student grades and be provided information on the district's electronic portal.

Symbols/Grading Scales

Grading Scales

Pre-Kindergarten, Kindergarten and Grade 1, and Grade 2:

- 4 - Exhibits mastery of the skill/concept independently
- 3 - Exhibits skill/concept with minimal teacher guidance
- 2 - Exhibits skill/concept with direct teacher guidance
- 1 - Does not exhibit mastery of skill/concept
- PE, Library, Art, Music - E, S, N, U - Rubrics
- Kindergarten Letter Knowledge: 0-26 *(indicates a total number of letters mastered in each category)*
    - *Kindergarten Dual Language: 0-27 (indicates a total number of letters mastered in each category)*

Grades 3rd - 5th:

- ELAR - Numerical Grade
- Math - Numerical Grade
- Social Studies - Numerical Grade
- Science - Numerical Grade

- PE, Spanish, Art, Music - E, S, N, U

Grading Calculations

Number of Grades

PreK-2nd Grade: This is a standards-based reporting system utilizing a scale to communicate progress on related student expectations of growth. Report cards and progress reports are specific and detailed. No weight will be assigned in reporting progress.

Subject	Number of Grades per 9 weeks	Percentage	Notes
ELAR	Minimum Grades: 9 *2 Must Be Major/Academic Achievement*	Practice - 70% Achievement - 30%	Grades 3 - 5
Math	Minimum Grades: 9 *2 Must Be Major/Academic Achievement*	Practice - 70% Achievement - 30%	Grades 3 - 5
Science	Minimum Grades: 6 *2 Must Be Major/Academic Achievement*	Practice - 70% Achievement - 30%	Grades 3 - 5
Social Studies	Minimum Grades: 6	Practice - 70% Achievement - 30%	Grades 3 - 5

Breakdown of Major/Minor: Academic Practice vs. Achievement

Academic Practice

The purpose of Academic Practice is not to evaluate a student's final achievement of a topic, but to determine where he or she is in the learning process, diagnose any problems, and aid in getting the help needed to learn the material. When a student learns new material, he or she goes through a time of productive struggle with the material before eventually mastering the information or skills. It is expected that a student will make some mistakes during the learning process. These are your formative assessments. Common formative assessments are team created and team evaluated.

Academic Practice could consist of many different types of assessments including, but not limited to:

- Writing Processes
- Homework
- Informal Observations
- Common Formative Assessments (CFAs)

- Notebooks/Journals
- Quizzes
- Learning Centers/Stations
- Small Group (Using Rubrics or Scales)

Academic Achievement (Summative)
The purpose of Academic Achievement is to evaluate how well a student has learned the material. After a student has had sufficient instruction and practice on a topic, it is then reasonable to evaluate his or her **independent** mastery of the information or skills. These are your summative assessments. Common curriculum assessments are team created and team evaluated. Academic Achievement could consist of many different types of assessments including, but not limited to:

- Tests
- Book Reports
- Compositions/Essays
- Performances/Presentations
- Research Projects
- Portfolios
- Special Projects
- Common Curriculum Assessments

Communication of Grades

Progress Reports
Progress reports will be posted online through Skyward Home Access electronically after the fourth week in a nine week grading period. Grade posting deadlines and dates when progress reports are made available to parents are available on the district website.

- *Pre K-2nd Grade progress reports will go home on an as-needed basis.*

Report Cards
PreK - 5th grade is on a 9-week grading period. Report cards will be posted online through Skyward Home Access electronically the week after the reporting period ends.

We believe in NO surprises for parents. Prior parent contact MUST be made for EVERY student receiving a failing grade (anything below a 70%, 'S' or '2'). Teachers and/or parents may request a conference as needed at any time. Documentation of all parent communication will be recorded by the teacher.

Grades 3-5
All grades taken on Academic Progress and Achievement shall be recorded in the electronic grade book within a week of being due. However, major projects, research papers, and similar student work may take longer than a week to grade due to the nature of the grading process.

At least 3 grades must be recorded and reported by the end of the 4th week progress report in all subjects.

PreK-Grade 2

- Progress is recorded electronically for each grading period
- PreK report cards will be printed and sent home.

Reteach & Reassess

Reteach and Reassess will **be** provided to any student that scores below a 75% on “Academic Achievement” grades.

For students that score above a 75%, there will be an opportunity for reteach and reassessment in order to demonstrate a higher level of mastery on “Academic Achievement” grades.

Practice grades may be retaught and assessed based on teacher discretion as students approach mastery. Students should have multiple practice opportunities prior to a grade being recorded in the gradebook.

Re-teaching should employ instructional strategies different from the original instruction.

Reassessment: The original test cannot be used for the retest if it is used throughout the re-teach of the skill. If reassessment occurs, the higher grade will replace the lower grade in the gradebook.

Homework

Homework *can be* a necessary part of the instructional process and can be used to reinforce and support mastery of learning by fostering the home-school connection.

Homework *can be* viewed as daily reading outside of the school day.

- **Fun Fact:** Studies clearly show the student gains due to nightly reading, being read to, and selecting books of interest to them.

Homework **should not** be graded.

Late Work/Makeup Work

Late Work

Late work is defined as any assignment that is not submitted on the due date. Students should be diligent and responsible when turning in Academic Practice assignments in a timely manner.

Late assignments will not exceed the end of the grading period. Alternative arrangements may be made for students to complete assignments.

Chronic late work will be reported as an improvement area for behavior and work habits.

Make-Up Work for Absences

Helping students get back on track after an absence not only helps them learn, it helps them maintain positive connections to the classroom.

A student with an absence from school shall be allowed to complete all assignments missed during the absence and, upon satisfactory completion, be given full credit. The assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the absence. It is understood that the nature of some work makes it impossible to make-up, e.g., science lab, group activities, etc.

LHISD Secondary Grading Guidelines

Board Policy: EIA (Local) Policy

The Superintendent or designee shall ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students. These guidelines shall ensure that grading reflects a student's relative mastery of an assignment and that a sufficient number of grades are taken to support the grade average assigned. Guidelines for grading shall be clearly communicated to students and parents. The district shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade.

Effective grading practices should…

1. Measure student mastery of content
2. Provide students with feedback in order to identify the next steps in their learning
3. Guide teachers with instructional planning
4. Communicate progress to parents
5. Demonstrate mastery through multiple avenues
6. Incorporate a collaborative partnership of all stakeholders

Grading Overview/Practices

- All grades will be an authentic reflection of mastery for the work completed. Grades will not reflect attendance or classroom behavior.
- Teachers shall update grades weekly at a minimum to inform students and parents of academic progress.
- Grading process and criteria should be consistent on a campus for each subject/grade level.
- Grades are closed by 4pm on the last day of the grading cycle
- Students, at times, may be assigned to work in groups to complete graded assignments. A rubric of how each student in the group will be assigned a grade will be shared with the students prior to the group assignment beginning.

Symbols/Grading Scales

Numerical grades are given in all subject areas:

- 100-90 (A); 89-80 (B); 79-70 [C]; 69 & below (F)
- No grade above 100 shall be recorded on the report card.
- Bonus points may be awarded through a separate assignment. Bonus points may be added to a homework, minor or major assignment.
- A student may have a missing (*) grade recorded if the student is missing major or minor grades due to an absence caused by illness/approved circumstance. Students need to complete the assignments upon return. Students will have no more than 5 school days to complete the assignments for eligibility purposes.
- Incompletes can be designated at the end of a grading period if:
    1. The student has not had an opportunity to submit an assignment due to an excused absences and in alignment with late work timelines,
    2. The student has not had a reteach/reassess opportunity in alignment with the description below (page 85).

Grading Calculations

Middle School	High School
Semester grades will be determined as follows: ● Each grading period counts for 1/3 of the semester grade. ● The two semesters are averaged together to determine the final course grade. ● The final course grade will be used to determine if a student passes the class for the school year. Grade Calculation: 40% = Minor Assignments ● Minor assignments include but are not limited to daily work, quizzes, notebooks/journals, station work, labs, informal observations and other work assigned by the teacher. ● Homework is work completed outside of the school day and should not count for more than 10% of this category. 60% = Major Assignments ● Major Assignments include Unit or Chapter Assessments, Projects and Essays. A minimum of 8 grades per grading period should be recorded with a minimum of 6 minor assignments and 2 major assignments. Teachers will post grades in Skyward weekly. Extra Credit: ● Extra credit is permitted as an option for the teacher. However, the maximum grade of a grading period average is 100. Extra credit must be related to the TEKS in that subject. Extra Credit may not be given for clerical tasks such as giving a student	Semester grades will be determined as follows: ● Each grading period counts for 85% of the final grade and semester exam counts for 15% of the final grade. ● The two semesters are averaged together to determine the final course grade. ● A student must earn a final grade of 70 or above to receive high school credit for the class. Grade Calculation: 40% = Minor assignments ● Minor assignments include but are not limited to daily work, quizzes, notebooks/journals, station work, labs, informal observations and other work assigned by the teacher. ● Homework is work completed outside of the school day and should not count for more than 10% of this category. 60% = Major Assignments ● Major Assignments include Unit or Chapter Assessments, Projects and Essays. A minimum of 8 grades per grading period should be recorded with a minimum of 6 minor assignments and 2 major assignments.

“100” for returning a report card or progress report.	Extra Credit: ● Extra credit is permitted as an option for the teacher. However, the maximum grade of a grading period average is 100. Extra credit must be related to the TEKS in that subject. Extra Credit may not be given for clerical tasks such as giving a student “100” for returning a report card or progress report.

<u>Communication of Grades</u> (Progress Reports/Report Cards)

- Teachers are accountable for the accuracy and updating grades weekly in Skyward. Teachers must be diligent to enter grades weekly to ensure they are communicating a student’s level of mastery of the content. It is recommended that teachers enter a minimum of 1 grade per week per class.
- Teachers needing to make a grade change after grades have been finalized must complete a grade change request form to be approved by campus administration
- Questions or concerns about grades should be discussed with the teacher. The principal or superintendent may only change a teacher’s grade if the teacher did not follow the grading guidelines.
- Grades are kept and recorded into the Skyward system. Grades are confidential information and should not be shown to other students or any unauthorized personnel.
- Grades may not be posted publicly with student names.
- Teachers shall update grades weekly at a minimum to inform students and parents of academic progress.

<u>Reteach & Reassess</u>

Our goal is to provide another **opportunity** for students to demonstrate mastery of the essential knowledge and skills. We expect students to learn from the mistakes of prior assessments and assignments through teacher consultation, focused preparation and study, and a timely scheduled correction of work or reassessment. In doing so, we also allow students an opportunity to improve grades.

Middle School	**High School**
Course correction procedures for minor assignment grades below 70%. **Minor Assignments (6 minimum per grading period)**	Course correction procedures for assignment grades below 70% **Minor Assignments**

- Minor assignments include but are not limited to daily work, quizzes, notebooks/journals, station work, labs, informal observations and other work assigned by the teacher.
- Minor assignments are eligible for retakes or corrections. Students must complete the retake/correction within 3 days of receiving the grade.
- Corrected or retaken assignments may receive a maximum score of 70.
- The process for retakes/corrections will be set by the teacher team/content PLC and communicated to students in advance.
- Correction work can be a redo of the current assignment or a new assignment that covers the same skills at the discretion of the teacher.
- The teacher has the option to drop the lowest minor assignment at the end of the grading period. This process must be aligned with the department or team.The minimum number of minor grades still applies.

Course correction procedures for major assignment grades below 80%.

Major Assignments (2 minimum per grading period)

- Major Assignments include Unit or Chapter Assessments, Projects and Essays.
- For Assessments/Tests, students *must attend tutorial instruction* OR show evidence of new understanding in order to be eligible for a retake. Evidence of new understanding may include re-teach, tutorials, or independent work.
- Tutorial instruction can happen before, during, or after the school day as determined by the teacher. If tutorial instruction happens before or after school, the parent of the student must be notified by the teacher.
- The reassessment timeline will be set by the teacher.
- This process will be set by the campus PLC or grade-levels and communicated in advance.

Major Assignments

- Students *must attend tutorial instruction* so the student can be retaught the instructional materials. Tutorials can be before school, during the school day or after school at the discretion of the teacher and student and parent.
- Students have 3 school days to complete the reassessment of the major assignment from the day the teacher assigns the corrections or on a date pre-arranged by the teacher and student.
- Correction work can be a redo of the current major assignment or a new major assignment at the discretion of the teacher.
- Maximum grade of 70

Assignment grades above a 70 may not be corrected for a higher grade

- Semester Exams cannot be retested

● Corrected or retaken assignments may receive a maximum score of 80. ● Projects and essays that are subject to continual feedback from the teacher throughout the duration of the project are not required to be redone. The teacher/department team will determine how students can improve grades for projects and essays.	

Homework

Homework can be a necessary part of the instructional process and should be used to reinforce and support mastery of learning.

Homework is an extension of the concepts that were taught in class or a preview of content yet to be taught. The purpose and directions for the assignment need to be clearly communicated and should be preceded by instruction that adequately prepares the child to do the task independently and successfully.

Homework should:

- be completed outside of class
- provide an additional opportunity for practice
- be an extension of the assignment or concepts that were covered through guided practice in class
- be a preview activity for learning that will occur in the next class

Late Work/Makeup Work

Late work is classified as work not turned in on time, but not due to an absence. The penalties for late work apply to students not turning work in on time even though they have been present at school.

Middle School	**High School**
Minor Assignments **6th Grade and First Semester of 7th Grade** ● In order to provide an opportunity for students to demonstrate mastery of learning, students who have not turned in work on time will be allowed to complete and submit late work after the due date. ● 5 points per day will be deducted for late work. ● No late work will be accepted after five days.	**Minor Assignments** Students should be diligent and responsible when turning in minor assignments by the due date. ● If the assignment is not turned in by the due date, 10 points per day will be deducted per day for a maximum of three days. ● Students and teachers may communicate to extend this deadline at the discretion of the teacher and

- Students and teachers may communicate to extend this deadline at the discretion of the teacher and factors based on the student's situation.

8th Grade and Second Semester of 7th Grade

- In order to provide an opportunity for students to demonstrate mastery of learning, students who have not turned in work on time will be allowed to complete and submit late work after the due date.
- 10 points per day will be deducted for late work.
- No late work will be accepted after five days.
- Students and teachers may communicate to extend this deadline at the discretion of the teacher and factors based on the student's situation.

6th, 7th, & 8th Grade

- Extenuating circumstances may occur that are out of the control of the student and which prevent him/her from completing and returning assignments. The student or parent is responsible for informing the teacher of any such circumstances that prevented the completion of the assignment. Teachers may grant exceptions to this policy as appropriate.
- Teachers will post grades in Skyward weekly. Teacher teams will communicate to students and parents which day and time grades will be posted.

Student absent work completion

- Illness: If a student is absent for illness, the student will be given the number of days absent to complete the assignment from the date the student returns to school or on a due date prearranged between the student and the teacher.

factors based on the student's situation.

- Teachers will post grades in Skyward weekly. Teacher teams will communicate to students and parents which day and time grades will be posted.

Student absent work completion

- Illness: If a student is absent for illness, the student will be given the number of days absent to complete the assignment from the date the student returns to school or on a due date prearranged between the student and the teacher.

- Non-Illness: If a student is absent for non-illness, the student must pre-arrange a date the assignment is due. If no pre-arrangement is made, then assignment is due on the date that has been set or on the day the student returns to school.

- If a student is absent while a test was given, and no new material has been taught then the student will be responsible to complete the test on the day the student returns unless there is a pre-arranged date agreed between the student and the teacher. If new material was taught while the student was absent, then the student will be given time to learn the new material before the test if given on a date pre-arranged with the student and teacher.

• Non Illness: If a student is absent for non illness, the student must pre-arrange a date the assignment is due. If no pre-arrangement is made then assignment is due on the date that has been set or on the day the student returns to school. • If a student is absent while a test was given and no new material has been taught then the student will be responsible to complete the test on the day the student returns unless there is a pre-arranged date agreed between the student and the teacher. If new material was taught while the student was absent then the student will be given time to learn the new material before the test if given on a date pre-arranged with the student and teacher.	

*****For UIL guidelines, see UIL Academic Eligibility Basics**

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:

- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law
- 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
- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education (SBOE);
- Complete CPR and Peace Officer Training; and
- 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
- U.S. History

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

State law allows a student to meet EOC requirements by substituting satisfactory performance on approved national standardized assessments or on the state-developed assessment used for entrance into Texas public universities. A student electing to substitute an assessment for graduation purposes must still receive a score on the corresponding EOC assessment at least once for federal accountability purposes.[See the school counselor for more information on the state testing requirements for graduation.]

If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation in the applicable content area. This may require the student's participation outside normal school operating times.

In limited circumstances, a student who fails to demonstrate proficiency on up to two 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**.]

Foundation Graduation Program

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

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

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

A student can complete the foundation graduation program with a "distinguished level of achievement," which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits.

A **Personal Graduation Plan** will be completed for each high school student.

State law prohibits a student from graduating solely under the foundation graduation program without an endorsement unless, after the student's sophomore year, the student and student's parents are advised of the specific benefits of graduating with an endorsement and submit written permission to the school counselor for the student to graduate without an endorsement.

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

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

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

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

Credits Required

The foundation graduation program requires completion of the following credits:

Foundation Plan + Endorsement

26 CREDITS

English/Language Art…… 4 credits
ELA I, II, III, one advanced English credit

Math…… 4 credits
Algebra I, Geometry, two advanced math credits

Science…… 4 credits
Biology; IPC, Chemistry or Physics; two advanced science credits

Social Studies……..……. 3 credits
World Geography or World History; U.S. History; Government (.5 credit) and Economics (.5 credit)

Languages Other than English…… 2 credits

Physical Education…….. 1 credit

Fine Arts……..…….. 1 credit

Professional Communications/
Lifetime Nutrition and Wellness (Health)... 1 credit
Each course is .5 credit

Electives ……. 6 credits

Credit requirements specific to at least one endorsement.

Distinguished Level of Achievement + Endorsement

26 CREDITS

English/Language Art……..…. 4 credits
ELA I, II, III, one advanced English credit

Math……..…. 4 credits
Algebra I, Geometry, Algebra II, one advanced math credit

Science…… 4 credits
Biology; IPC, Chemistry or Physics; two advanced science credits

Social Studies……. 3 credits
World Geography or World History; U.S. History; Government (.5 credit) and Economics (.5 credit)

Languages Other Than English……... 2 credits

Physical Education…….. 1 credit

Fine Arts……..…….. 1 credit

Professional Communications/
Lifetime Nutrition and Wellness (Health)... 1 credit
Each course is .5 credit

Electives …….. 6 credits

Credit requirements specific to at least one endorsement.

Additional considerations apply in some course areas, including:

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

- **Languages other than English:** Students are required to earn 2 credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits.
    - A student may satisfy one of the 2 required credits by successfully completing in elementary school a dual language immersion program or a course in American Sign Language.
    - 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
- Business and industry
- Public services
- Arts and humanities
- Multidisciplinary studies

Financial Aid Application Requirement

Before graduating from high school, each student must complete and submit an application for financial aid for post-secondary education. Students must complete and submit either a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA).

Contact campus counselor for assistance in completing and submitting the FAFSA or TASFA.

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 indicating that the parent authorizes the student to opt out;
- A student who is 18 years of age 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 good cause.

Please contact the school counselor for more information.

To confirm that a student has completed and submitted a TASFA, the student must submit one of the following:

- A screenshot that includes the processed date field of the FAFSA ApplyTexas Counselor Suite
- Notification, such as a copy of an email, from the United States Department of Education verifying completion of the FAFSA
- A copy or screenshot of the FAFSA acknowledgment page
- A screenshot of the TASFA submission acknowledgment page (from those institutions that offer an electronic form)
- An acknowledgment receipt from an institution of higher education (IHE)

- A copy of a financial aid award letter from an IHE

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 is a requirement for a student to be considered for automatic admission to a public four-year college or university in Texas, depending on his or her rank in class.

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

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

Please review TEA's Graduation Toolkit (https://tea.texas.gov/about-tea/news-and-multimedia/brochures/tea-brochures).

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

Available Course Options for All Graduation Programs

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

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

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

Certificates of Coursework Completion

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

Students with Disabilities

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.

A student who receives special education services may earn the distinguished level of achievement or an endorsement under the foundation program. If the student's curriculum requirements for the endorsement were modified, the student's ARD committee will determine whether the modified curriculum is sufficiently rigorous to earn the distinguished level of achievement or endorsement. The ARD committee must also determine whether the student must perform satisfactorily on any end-of-course assessment to earn an endorsement.

A student who receives special education services and has completed four years of high school but has not met the requirements of his or her IEP may participate in graduation ceremonies and receive a certificate of attendance. The student may then remain enrolled to complete the IEP and earn his or her high school diploma but will only be allowed to participate in one graduation ceremony.

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

Graduation Activities

Graduation activities will include:

- Graduation Practice
- Senior Breakfast
- Senior Elementary Walks
- Graduation ceremony

Students who have met coursework requirements for graduation but have not yet demonstrated satisfactory performance on end-of-course assessments or been declared eligible to graduate by an individual graduation committee, if applicable, will be allowed to participate in graduation activities. Keep in mind that participating in the ceremonies is not the same as graduating. Ultimately, the final awarding of a diploma will be contingent upon the student's completion of all applicable requirements for graduation.

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

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

- Valedictorian & Salutatorian
- Top 10 Ranked Students
- Top 10% Ranked Students
- Student Enlisting in Military or Attending Military Academies
- Students Receiving Scholarships

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

Graduation Speakers

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

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

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

[See **Student Speakers** for student speakers at other school events.]

Graduation Expenses

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

Scholarships and Grants

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

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

Harassment

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

Hazing (All Grade Levels)

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

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

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

[See **Bullying** and policies FFI and FNCC for more information.]

Health — Physical and Mental

Illness (All Grade Levels)

The district is required to provide notice of each health-related service offered at a student's campus. A parent may withhold consent for or decline a health related service. The following

Health-related services are offered at the LHES, LNES, LTES, BBES, BWES, RSES, TRES, SRES, LHMS, SRMS, LRMS, LHHS, LRHS campuses:

Health-Related Services include general nursing services in a campus clinic, as well as a state-mandated hearing, vision, spinal, and Acanthosis Nigricans (AN).

Campus-Based Health Services May Include

- **Acute Care:** Immediate care for minor illnesses and non-life-threatening injuries (e.g., temperature check, scrape cleaning, basic wellness assessment).
- **Chronic Disease Management:** Support for conditions such as asthma or diabetes, including medication administration and individualized health care plans (IHPs).
- **Medication Administration:** Dispensing over-the-counter medications with parental consent or prescribed medications per physician's orders with parental consent.
- **Preventive Care:** Immunization reminders, and health resources.
- **Care Coordination:** Collaboration with families, physicians, and staff to support student health needs during the school day.
- **Health Education:** Information for students and parents on prevention, wellness, and managing chronic conditions.
- **Mental Health Support:** First-aid and crisis intervention with referral to counseling services as needed.
- **Addressing Health Barriers to Learning:** Identifying and supporting students whose health impacts learning (including IEP/504 participation).
- **Community Referrals:** Connecting families to healthcare providers and social services.
- Liberty Hill ISD partners with a local physician who provides standing orders for the use of certain over-the-counter medications in certain circumstances (i.e. neosporin on an abrasion or chapstick for chapped lips).

General caretaking is not considered a health-related or health-care service. School districts shall provide general caretaking to students. "General caretaking" means noninvasive actions to address minor student claims of feeling unwell or adult observations of a child being physically unwell, such as cleaning spills or other accidents, offering a change of clothing if necessary, and providing support that an adult would typically provide to support a child's expressions of being unwell. It also includes minor student care actions such as applying adhesive bandages or wiping a bloody nose. Responding to in-the-moment emotional behavioral challenges by actions such as inquiring about a child's well-being, attempting to calm a student if they are crying, or diffusing a situation where a student is observably angry would also be considered general caretaking.

If consent has been opted-out and the student comes to the clinic with a suspected illness, parents will be contacted to pick up their child immediately, student can only return to school with a doctor's note confirming they are not contagious.

In the event of an emergency or if someone requires life-saving measures, staff are authorized to provide assistance to the student.

Illness (All Grade Levels)

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

State rules require schools to exclude students with certain illnesses from school for certain periods of time. For example, if a child has a fever over 100 degrees, he or she must stay out of school until fever-free for 24 hours without use of fever-reducing medications. Students with

diarrheal illnesses must stay home until they are diarrhea-free without use of diarrhea-suppressing medications for 24 hours.

A full list of conditions for which the school must exclude children can be obtained from the school nurse.

If a student becomes ill during the school day and the school nurse determines that the child should go home, the nurse will contact the parent. In certain circumstances, the nurse may require a doctor's note in order for the student to return to school. The campus will communicate with parents if this is required.

The district is required to report certain contagious (communicable) diseases or illnesses to the Department of State Health Services (DSHS) or our local/regional health authority. The school nurse can provide information from DSHS on these notifiable conditions. The school nurse is available to answer any questions for parents who are concerned about whether or not their child should stay home.

Immunization (All Grade Levels)

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized.

For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. You may access the DSHS exemption form (https://www.dshs.texas.gov/immunization-unit/texas-school-child-care-facility-immunization/texas-immunization-exemptions) online.

The form must be notarized with a commissioned Texas notary 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 immunization requirements. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

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

For information on immunization against bacterial meningitis and college enrollment and attendance, see **Bacterial Meningitis**.

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

Lice (All Grade Levels)

Liberty Hill ISD follows the Department of State Health Services recommendations. Individual head checks are performed on an as needed basis. Mass screenings will not be conducted. Parents are encouraged to periodically check their student's head for lice. When live lice are discovered at school the parent or guardian will be contacted to treat their student. Contact the school clinic or visit TDSHS Website for additional information.

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

[See policy FFAA for more information.]

Medicine at School (All Grade Levels)

All medication dispensed in the clinic must have a signed physician/health care provider order. At this time, licensed chiropractors are not included, therefore, their orders will not be accepted.

- Initial/first dose of any medication will not be administered in the clinic.
- All medication forms must be signed on or after June 1 to be valid for the upcoming school year and will apply to that school year only.
- A student may be allowed to self-carry and self-administer emergency medication as long as the appropriate self-carry form is approved by the physician and received by the clinic. Parents and Students understand the school's inability to monitor the student's health condition during the school day while self- medicating or treating.
- No medication will be sent home with a student. Parents/Guardians must pick up all medications whether prescription or over-the-counter.
- The school clinic will not split, divide, or maintain separate medication supplies provided by living-apart parents or guardians. Parents/guardians are responsible for coordinating the medication provided to the school.
- LHISD personnel will not administer nebulizer or any aerosolized respiratory treatments. These treatments must be provided by the student's parent/guardian or a licensed private duty nurse (PDN).
- An elementary or secondary student may possess and self-apply sunscreen to avoid overexposure to the sun. An elementary student's teacher or other district personnel will apply sunscreen to the student's exposed skin if the student brings the sunscreen to school and asks for help applying it. 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.

Prescription medication must be unexpired and in a prescription bottle/box accompanied by a pharmacy label that states the student's name, medication name and directions for dispensing the medication. Please note the pharmacy label does not substitute a written doctor's order.

- Prescription order must be written/signed by a physician licensed to practice in Texas.
- A new order is required for any dosage or medication change on prescription medication.

- Controlled substances will be counted, and quantity verified by parent/guardian and designated LHISD personnel upon delivery and pickup.
- Scheduled medications that can be administered at home will not be administered at school unless a specific time of administration during school hours is prescribed by a physician.

Over-the-counter medications (OTC) must be in the original container, age appropriate and unexpired.

- A medication order must be written/signed by a physician licensed to practice in Texas.
- A new order is required for any dosage or medication change on over-the-counter medications.
- Note: Insect repellant is considered a nonprescription medication.

Narcotic pain relievers/Hydrocodone combination products (Lortab, Vicoprofen, Norco) will not be administered or kept on campus.

LHISD personnel will not administer any medications that are not FDA approved. This includes but is not limited to herbal substances, anabolic steroids and dietary supplements. Exceptions may be granted if prescribed by a physician and required by the IEP or Section 504 plan of a student with a disability. Reliable information must be provided in writing and signed by the prescribing physician regarding the safe use of the product including side effects, toxicity, drug interactions and adverse effects.

The Nurse Practice Act; Texas Administrative Code, Section 217.11, states that the Registered Nurse and Licensed Vocational Nurse have the responsibility and authority to refuse to administer medications that, in the nurse's judgment, are contra-indicated for administration to that student.

Unassigned Epinephrine Delivery Systems

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized school personnel who have been adequately trained to administer an unassigned epinephrine delivery system to a person who is reasonably believed to be experiencing a severe allergic reaction (anaphylaxis).

An "unassigned epinephrine delivery system" is an epinephrine delivery system, including an auto-injector or nasal spray, prescribed by an authorized health-care provider in the name of the school issued with a non-patient-specific standing delegation order for the administration of an epinephrine delivery system.

Epinephrine delivery systems include brand-name devices such as EpiPens® and Neffy®.

Authorized and trained individuals may administer epinephrine at any time to a person experiencing anaphylaxis on a school campus.

The district will ensure that at each campus a sufficient number of authorized individuals are trained to administer epinephrine so that at least one trained individual is present on campus during regular school hours and whenever school personnel are physically on site for school-sponsored activities.

For additional information, see FFAC(LOCAL).

Unassigned Opioid Antagonists (All Grades Levels)

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized and trained school personnel at each campus to administer an opioid antagonist, such as Narcan or Naloxone, to an individual who is reasonably believed to be experiencing an opioid-related drug overdose. One or more authorized and trained individuals will be present on each campus subject to this policy during regular school hours.

Students cannot self-carry an opioid antagonist unless it is prescribed by a physician, student has a documented history of opioid addiction, seeking treatment for the addiction and required by the IEP or Section 504 plan of a student with a disability.

Steroids (Secondary Grade Levels Only)

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

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

Mental Health Support (All Grade Levels)

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

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

School Counselors provide classroom based guidance lessons to support the wellness of students.

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

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

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

For related information, see:

- **Consent to Conduct a Psychological Evaluation** on page 7 and **Consent to Provide a Mental Health Care Service** on page 8 for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information;
- **Counseling** on page 49 for the district's comprehensive school counseling program;
- **Physical and Mental Health Resources** on page 93 for campus and community mental and physical health resources; and
- **Policies and Procedures that Promote Student Physical and Mental Health** on page 93 for board-adopted policies and administrative procedures that promote student health.

Physical Activity Requirements

Elementary School

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

Students should be dressed for physical activity each day. Tennis shoes are required for PE class participation for safety reasons. It is also suggested that girls wear shorts under their dresses.

Please send a note with your child if they are unable to participate in PE.

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

Middle School

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

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

Temporary Restriction from Participation in Physical Education

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

Physical Fitness Assessment (Grades 3-12)

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

Physical Health Screenings/Examinations

Athletics Participation (Secondary Grade Levels Only)

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

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

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

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

See the UIL's explanation of sudden cardiac arrest (https://www.uiltexas.org/health/info/sudden-cardiac-death) for more information.

Spinal Screening Program

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

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

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

Other Examinations and Screenings (1st, 3rd, 5th, and 7th)

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

[See policy FFAA for more information.]

Special Health Concerns (All Grade Levels)

Bacterial Meningitis (All Grade Levels)

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

What is meningitis?

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

What are the symptoms?

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

Children (over 2 years old) and adults with bacterial meningitis commonly have a severe headache, high fever, and neck stiffness. Other symptoms might include nausea, vomiting, discomfort looking into bright lights, confusion, and sleepiness. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body.

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

How serious is bacterial meningitis?

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

How is bacterial meningitis spread?

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

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

How can bacterial meningitis be prevented?

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

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

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

You should seek prompt medical attention.

Where can you get more information?

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

Note: DSHS requires at least one meningococcal vaccination on or after the student's 11th birthday, unless the student received the vaccine at age 10. Also note that entering college students must show, with limited exception, evidence of receiving a bacterial meningitis

vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

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** for more information.]

Diabetes

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

Food Allergies (All Grade Levels)

Parents should notify the district when a student has been diagnosed with a food allergy, especially an allergy that could result in dangerous or life-threatening reactions either by breathing, eating, or touching 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.

LHISD is an Allergy Awareness District. 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 Allergies and Anaphylaxis website

When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, an individual care plan will be developed to assist the student in safely accessing the school environment. The district's food allergy management action plan can be accessed here.

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

Seizures (All Grade Levels)

To address the care of a student with a seizure disorder while at school or participating in a school activity, a parent may submit a seizure management and treatment plan to the district before the beginning of the school year, upon enrollment of the student, or as soon as practicable following diagnosis of a seizure disorder. A parent who submits a plan must use the Seizure Management and Treatment Plan Form (found here) developed by the Texas Education Agency.

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

Tobacco and E-Cigarettes, and Nicotine Products Prohibited (All Grade Levels)

Students are prohibited from possessing or using any type of tobacco product, electronic cigarette (e-cigarette), or any other electronic vaporizing device while on school property or while attending an off-campus school-related activity. With limited exceptions for medication,

[see Medicine at School (All Grade Levels)] students are also prohibited from possessing or using any type of nicotine product, including nicotine pouches, regardless of whether the product contains tobacco, while on school property or while attending an off-campus school-related activity.

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

Health-Related Resources, Policies, and Procedures

Physical and Mental Health Resources (All Grade Levels)

Parents and students in need of assistance with physical and mental health concerns may contact the following campus personnel:

- Health Services Coordinator: Michaella Ellis, RN at 512-260-5580
- Mental Health District Resources: Tina Pasak at 512-260-5580.
- Texas Health and Human Services
- Bluebonnet Trails Community Services 844-309-6385 (appointments) or 800-841-1255 for a crisis

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

The district has adopted board policies that promote student physical and mental health. Local policies on the topics below can be found in the district's policy manual, available at the central administration office and online at www.libertyhill.txed.net.

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

In addition, the District Improvement Plan details the district's strategies to improve student performance through evidence-based practices that address physical and mental health. The District Improvement Plan can be found on the district's at www.libertyhill.txed.net.

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

LHISD is committed to encouraging healthy students and therefore has developed a board-adopted wellness policy and corresponding plans and procedures to implement the policy. You are encouraged to contact the campus principal with questions about the content or implementation of the district's wellness policy and plan.

Notification of upcoming SHAC meetings will be posted at each campus administrative office at least 72 hours before the meeting. Notification of upcoming SHAC meetings, meeting minutes, and a recording of each meeting will be posted on the district website at www.libertyhill.txed.net.

[See **Consent to Human Sexuality Instruction**, **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking**, and policies BDF and EHAA. For more information.]

Student Wellness Policy/Wellness Plan (All Grade Levels)

To encourage healthy habits in our students, the district has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement it. For questions about the content or implementation of the district's wellness policy and plan, please contact Michaella Ellis, RN at 512-260-5580.

Homework (All Grade Levels)

Homework may be assigned by a teacher to extend student learning outside of the classroom or to provide opportunity for extra practice.

[See **Grading Guidelines**]

Intervention (All Grade Levels)

Multi-Tiered Systems of Support (MTSS) is a framework that focuses on intervention best practices within the areas of academics, behavior, and social/emotional support for the whole child. Tiers are based on student need and increase the level of support provided as a student moves from classroom-wide, to targeted and intensive interventions.

If a teacher has a concern in an academic area or behavior skill, parents will be contacted to discuss the area of concern. Intervention will be provided; progress will be monitored and data will be collected for 4-8 weeks. If at the end of this time period data shows the students will benefit from more intensive intervention, parents will be contacted and an MTSS meeting will be held to ensure the student's needs are being met. The campus MTSS team will review progress every 6-9 weeks or as needed and determine to continue or change supports.

Law Enforcement Agencies (All Grade Levels)

Questioning of Students

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal will cooperate fully regarding the conditions of the interview, including without parental consent, if necessary, if it is part of a child abuse investigation. In other circumstances, the principal will:

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

Students Taken into Custody

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

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

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

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

Notification of Law Violations

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who 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 regarding a student who is required to register as a sex offender.

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

Leaving Campus (All Grade Levels)

Student attendance is crucial. Appointments should be scheduled outside of school hours if possible. Except for extenuating circumstances, students will not regularly be released before the end of the school day.

Parental consent is required before any student leaves campus for any part of the school day.

For students in elementary and middle school, a parent or authorized adult must come to the office and show identification to sign the student out. A campus representative will ask the student to report to the office. For safety purposes and stability of the learning environment, we cannot allow any unescorted adult to go to the classroom or other area to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.

The same process applies to students in high school if a parent picks the student up from campus. If the student's parent authorizes the student to leave campus unaccompanied, the parent must submit a note to the main office at least two hours before the student needs to leave campus. The student must sign out through the main office and sign in upon his or her return if the student returns the same day.

Students may leave campus with a LHISD staff member to a school sponsored event or activity. A student may be counted absent from school if they are attending events at other LHISD campuses without prior administrator approval.

Students that are feeling ill must see the nurse prior to being allowed to leave for illness reasons. Students may not be signed out of schools within fifteen minutes prior to the end of the school dismissal time.

If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school.

Unless the parent directs district personnel to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures listed above. If a student is permitted by his or her parent to leave campus unaccompanied, the nurse will document the time of day the student was released. Under no circumstances will a student in elementary or middle school be released unaccompanied.

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

During Lunch

All LHISD campuses are closed, and no students are allowed to leave campus during lunch without a 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.

Note: Students may not be signed out of school fifteen minutes prior to the end of the school day.

Lost and Found (All Grade Levels)

A lost and found collection box is located in the campus office or in another designated location. A student who loses an item should check the lost and found box. The district discourages bringing personal items of high monetary value to school, as the district is not responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

Makeup Work

Makeup Work Because of Absence (All Grade Levels)

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

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

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

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

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

DAEP Makeup Work

Elementary and Middle School Grade Levels

Elementary and middle school students will have an opportunity to complete the course before the beginning of the next school year.

High School Grade Levels

If a high school student is enrolled in a foundation curriculum course at the time of removal to a disciplinary alternative education program (DAEP), he or she will have an opportunity to complete the course before the beginning of the next school year. The district may provide the opportunity to complete the course through an alternative method, including a correspondence

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

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

Alternative Means to Receive Coursework

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

Opportunity to Complete Courses

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

Nondiscrimination Statement (All Grade Levels)

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

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

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

The district's nondiscrimination policy and grievance procedures are in policy FFH in the district's policy manual, available at https://pol.tasb.org/PolicyOnline?key=1244.

The district has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment:

Monica Miller, Director of Student and Campus Operations, 512-260-5580

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 in policy FFH.

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

- For concerns regarding discrimination on the basis of disability, see the ADA/Section 504 Coordinator: *Kimberly de la Houssaye, Executive Director of Student Support Services, 512-260-5580*
- For all other concerns regarding discrimination, see the superintendent:

Travis Motal, Superintendent, 512-260-5580

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

Parent and Family Engagement (All Grade Levels)

Parental Rights and Options

State law provides that a parent has the right to direct the moral and religious training of the parent's child, make decisions concerning the child's education, and consent to medical, psychiatric, and psychological treatment of the child without obstruction or interference from a governmental entity of Texas, including a school district.

In addition to referring to the rights of parents, including the right to withhold consent for or exempt the parent's child from certain activities and instruction specified throughout this handbook, parents may access additional information regarding parental rights at the district's website at: https://www.libertyhill.txed.net. * *Based on information from the 89th legislative session, TEA will create a form for districts to use in complying with this requirement that was not yet available at the time of publishing. Once available, the district will post the form in a prominent location on the district's website.*

Working Together

Experience and research tell us that a child succeeds in education with good communication and a strong partnership between home and school. A parent's involvement and engagement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child 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 your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling**.]
- Attending scheduled conferences and requesting additional conferences as needed. The district will provide at least two opportunities for in-person conferences during each school year for each parent of a child enrolled in the district with the child's teachers. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences**.]

- Becoming a school volunteer. [See **Volunteers** and policy GKG for more information.]
- Participating in campus parent organizations. Parent organizations include:

  Elementary

  - Parent Teacher Organization (campus PTO, contact school office)

  Secondary

  - Parent Organization (campus parent volunteer group, contact school office)
  - Booster Clubs (contact school office)
- Serving as a parent representative on the district-level or campus-level planning committees that develop educational goals and plans to improve student achievement. For more information, see policies BQA and BQB and contact LHISD Central Office at 512-260-5580.
- Serving on the School Health Advisory Council (SHAC) and assisting the district in aligning local community values with health education instruction and other wellness issues. [See **School Health Advisory Council (SHAC)** on page and policies BDF, EHAA, FFA for more information.]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contact school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. Regular board meetings are held on the third Monday of each month at 6:00 p.m. at the Central Administration Building at 301 Forrest Street. An agenda for a regular or special meeting is posted no later than 3 business days before each meeting at the Central Administration Building and on the district's website School Board of Trustees page.

Parking and Parking Permits (Secondary Grade Levels Only)

The following regulations pertain to students that are in good standing at LHHS and wish to drive and park a vehicle on the LHHS campus. Parking permits can be obtained by completing the campus parking policy form and returning it to the office.

- The parking fee at LHHS is $30.00. The parking permit is only valid for the school year issued. There are no refunds. Permits must be always displayed. Lost/misplaced permits will need to be repurchased for $30.00.
- Students must present a valid Texas Driver's License and proof of insurance to qualify for a parking permit. The make/model, license plate number, and color of the vehicle will also be recorded. If you change vehicles during the year, you must complete a new form within 24 hours of the change. Keep your permit clinging from the old vehicle.
- Student vehicles are to be parked only in areas designated for student parking. Students are **not** allowed in Visitor/Teacher parking areas. Students are not permitted to sit in parked cars or loiter in the parking lot. Loud music, and/or music with profanity are not allowed. Parking permits will be revoked for repeated violations of this policy.
- Vehicles that have received two (2) warning stickers in a school year or are improperly parked shall be booted/towed away. It shall be the responsibility of the student and/or owner of the vehicle to recover the vehicle and pay for the booting/tow-away charges.
- The speed limit on campus is five (5) miles per hour. Students who violate the speed limit or exhibit reckless driving (donuts, jumping curbs, not paying attention at crosswalk areas,

etc.) shall be subject to disciplinary actions including revocation of the student's parking permit.

- Parking privileges may be revoked for the following reasons: cutting class, cutting school, excessive tardiness, driving violations, failing a drug test, disrespect to LISD staff, assignment to DAEP/JJAEP, or if the student withdraws from LHHS. Parking privileges can be revoked by an administrator if he/she deems it necessary. Parking permits may only be used for the vehicle registered. They may not be resold or given to another person.
- The district is not liable for theft, vandalism, or damage to the vehicle. The district shall not be liable for towing costs or damage that may occur because of a vehicle being towed/booted.

Vehicles parked on school property are under the jurisdiction of the school. The school reserves the right to search any vehicle if reasonable cause exists to do so. Students have full responsibility for the security of their vehicles and will make certain they are locked and that the keys are not given to others. Students will be held responsible for any prohibited object or substances, such as alcohol, drugs, and weapons that are found in their cars. Searches of vehicles may be conducted at any time there is reasonable cause to do so, with or without the presence of the student/guardians.

Pledges of Allegiance and a Minute of Silence (All Grade Levels)

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

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others.

In addition, state law requires that each campus provide for the observance of one minute of silence in remembrance of those who lost their lives on September 11, 2001, at the beginning of the first class period when September 11 falls on a regular school day.

[See policy EC for more information.]

Prayer (All Grade Levels)

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

Private Spaces

In accordance with law, the district shall designate each multiple-occupancy private space in a building the district owns, operates, or controls for use only by individuals of one sex.

Multiple-occupancy private space means a facility designed or designated for simultaneously used by more than one individual and in which an individual may be in a state of undress in the presence of another individual, regardless of whether the facility provides curtains or partial walls for privacy. The term includes a restroom, locker room, changing room, or shower room.

[See policy CSA(LEGAL/LOCAL) for more information.]

Promotion and Retention

A student will be promoted only on the basis of academic achievement or proficiency. In making promotion decisions, the district will consider the following:

- Teacher recommendation
- Grades
- Scores on criterion-referenced or state-mandated assessments
- Any other necessary academic information as determined by the district

Elementary and Middle School Grade Levels

In grades Kindergarten through 2, student mastery is determined using a standards based grading system. Students are assessed on a scale to communicate progress in reading/language arts, mathematics, science and social studies.

In grades 3 through 8, promotion is based on a passing yearly average in reading/language arts, a passing yearly average in mathematics, a passing yearly average in social studies and/or science, and compliance with state attendance requirements.

Repeating Prekindergarten — Grade-8 at Parent Request

A parent may request in writing that a student repeat *prekindergarten,* kindergarten, or any grade in grade 1-8. Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

High School Grade Levels

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

A student in grades 9-12 will be advanced a grade level based on the number of course credits earned. [See **Grade-Level Classification**.]

For the purpose of classifying students:

Freshman: Must have been promoted from the 8th grade

Sophomore: Must have satisfactorily completed 6 credits

Junior: Must have satisfactorily completed 12 credits

Senior: Must have satisfactorily completed 18 credits

Students will also have multiple opportunities to retake EOC assessments. [See **Graduation** on page and **Standardized Testing**.]

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

Repeating a High-School Credit Course

A parent may request in writing that a student repeat a high-school credit course in which the student was enrolled during the previous school year unless the district determines that the student has met all requirements for graduation.

Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

Only the student's first passing grade will be included in the calculation of class ranking.

Release of Students from School

[See **Leaving Campus** on page.]

Remote Instruction

The district may offer remote instruction in accordance with TEA guidelines. Please refer to the website for the current remote instruction options at www.libertyhill.txed.net.

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)

Report cards with each student's performance and absences in each class or subject are issued at least once every six weeks at the secondary level and every nine weeks at the elementary level.

At the end of the first three weeks of a grading period for secondary and during the fourth week of a nine-week grading period for elementary, parents will receive a progress report if their child's performance in any course/subject area is near or below 70 or is below the expected level of performance. 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 asked to schedule a conference with the teacher. [See **Working Together** for how to schedule a conference.]

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

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

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

Report cards and unsatisfactory progress reports must be signed by the parent and returned to the school within three days. The district may communicate academic information about a student electronically, including for progress reporting purposes. An electronic signature will be accepted by the district, but parents are entitled to request a handwritten signature of acknowledgment instead.

Retaliation

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

Required State Assessments

STAAR (State of Texas Assessments of Academic Readiness) for 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

Standardized Testing for a Student Enrolled Above Grade Level

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 grades 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.

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

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

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

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

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

[See **Graduation**]

Standardized Testing for a Student in Special Programs

Certain students — some with disabilities and some classified as emergent bilingual students — may be eligible for exemptions, accommodations, or deferred testing. For more information, see the principal, school counselor, or special education director.

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

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

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

Failure to Perform Satisfactorily on STAAR or EOC

If a student does not perform satisfactorily on a required state assessment in any subject, the district will provide accelerated instruction for the student in the next school year through one of the following:

- Assigning the student to a teacher who is certified as a master, exemplary, or recognized teacher if one is available in the grade and subject matter of the state assessment on which the student did not perform satisfactorily, or
- Providing supplemental instruction.

A student may be required to attend any assigned supplemental instruction program before or after school or during the summer.

When a student fails to perform satisfactorily on a required state assessment in the same subject area for two or more years, the district shall develop an accelerated education plan. Parents are encouraged to participate in developing this plan.

Personal Graduation Plan — Middle High School Students

For a middle-school student who does not perform satisfactorily on a state-mandated examination, a school official will prepare a personal graduation plan (PGP).

School officials will also develop a PGP for a middle-school student who is determined by the district to be unlikely to earn a high school diploma within five years of high school enrollment.

The plan will, among other items:

- Identify the student's educational goals
- Address the parent's educational expectations for the student
- Outline an intensive instruction program for the student

[See the campus counselor and policy EIF(LEGAL) for more information.]

For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee.

[See **Personal Graduation Plans** for information related to the development of personal graduation plans for high school students.]

Safe Storage of Firearms

A firearm should be stored unloaded in a safe or locked container, with ammunition stored elsewhere. It is unlawful to store, transport, or abandon an unsecured firearm in a place where children are likely to be and can obtain access to the firearm. Under the Penal Code, a person commits the offense of making a firearm accessible to a child if the child gains access to a readily dischargeable firearm, and the person with criminal negligence:

• Failed to secure the firearm; or

• Left the firearm in a place to which the person knew or should have known the child would gain access

The penalty for allowing a child access to a firearm can range from a Class C misdemeanor (punishable by a $500 fine) to a Class A misdemeanor (punishable by a $4000 fine, a year in jail, or a combination of the two).

Safety (All Grade Levels)

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

- Avoid conduct that is likely to put the student or others at risk.
- Follow all behavioral standards in this handbook and the Student Code of Conduct or set by district employees.
- Help secure the campus by keeping all exterior doors closed, latched, and locked unless the door is actively monitored by a district employee.
- Follow instructions from teachers and other district employees regarding classroom doors.
- Remain alert to any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member, and promptly report any incidents to a district employee. A student may make anonymous reports about safety concerns by filling out the anonymous tip line found on each campus website.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Accident Insurance

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

Insurance for Career and Technical Education (CTE) Programs

The district may purchase accident, liability, or automobile insurance coverage for students and businesses involved in the district's CTE programs.

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

Periodically, the school will conduct preparedness drills of emergency procedures. When the command is given or alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

Preparedness Training: CPR and Stop the Bleed

The district will offer instruction in CPR and the use of an automated external defibrillator (AED) at least once to students enrolled in in grades 7-12. The instruction can be provided as part of any course and is not required to result in CPR or AED certification.

In addition, Liberty Hill ISD annually offers students in **grades 7–12** the opportunity to participate in **Stop the Bleed** training. Conducted in partnership with **Williamson County EMS**, this training teaches participants how to recognize life-threatening bleeding and apply immediate lifesaving interventions, including:

- Direct pressure
- Wound packing
- Proper application of a tourniquet

This training supports the district's commitment to emergency preparedness by equipping students with practical skills that may help save a life until professional medical responders arrive. Participation in Stop the Bleed® training is voluntary and will be offered through scheduled district training opportunities.

For more information about the national Stop the Bleed initiative, visit:

- https://www.dhs.gov/stopthebleed
- https://stopthebleedtexas.org/

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 contact the school nurse to update emergency care information (name of doctor, emergency phone numbers, allergies, and the like).

The district may consent to medical treatment, including dental treatment, if necessary, for a student if all of the following are met:

- 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 cannot 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.

Emergency School Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information in the event that the district needs to notify parents of early dismissal, delayed opening, or restricted access to a campus because of severe weather, a security threat, or another emergency cause.

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. It is crucial to notify your child's school when a phone number changes. State law requires parents to update contact information within two weeks after the date the information changes.

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community in the following ways: Direct Voice Message System, Local Radio, and Television Stations.

[See **Parent Contact Information** and **Automated Emergency Communications**.]

SAT, ACT, and Other Standardized Tests

[See **Standardized Testing**.]

Schedule Changes (Middle School and High School Grade Levels)

Middle School - Schedule changes must be made prior to the published deadline with principal approval.

High School - Course request changes must be made prior to the published deadline, which will be posted on the high school counseling website. Please see a campus counselor or High School Course Planning Guide for additional information.

School Facilities

Asbestos Management Plan (All Grade Levels)

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's asbestos management plan is available in the central administrative office. If you have any questions or would like to examine the district's plan in more detail, please contact the district's designated asbestos coordinator:

Naathan Salcido, Director of Maintenance and Facilities, 512-260-5580.

Care of School Facilities

Housekeeping at school is everyone's responsibility. Students can assist in keeping the school clean by proper disposal of wastes. Students are not allowed to throw paper and other materials on the floor. Students should follow campus or classroom expectations on food and drink being brought into the classrooms or hallways. Students are only allowed to have water with a closed top inside the school building. School posters and signs are not to be placed in the building unless authorized by the building principal. At the end of the school day or class period, teachers will ask students to assist in leaving the classroom in the best possible condition. Students should follow the expectations set by staff. Any student who willfully defaces or otherwise damages school property will be required to pay for any damage. Creating pride and ownership in the appearance of our school reflects good citizenship on the part of the staff and students.

Child Nutrition Services (All Grade Levels)

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

Some students are eligible for free and reduced-price meals based on financial need. Information about a student's participation is confidential. The district may share information such as a student's name and eligibility status to help enroll eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent requests the student's information not be disclosed.

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

To apply for free or reduced-price meal services, contact:

Child Nutrition Services, 512-260-5580

[See policy CO for more information.]

Online payments are available 24/7 at **https://libertyhillisd.revtrak.net/**

Payments made through Skyward Family Access will immediately be posted to the student's food service account. You can also make check or cash payments at the campus cafeteria.

Breakfast and Lunch Prices

	Breakfast	Lunch
Elementary	$2.10	$3.30
Secondary	$2.25	$3.55
Visitors	$3.50	$5.00.

Parents should continually monitor their child's meal account balance. When a student's meal account is exhausted or insufficient, the district will notify the parent. The student may continue to purchase meals according to the grace period set by the school board. The district will present the parent with a schedule of repayment for any outstanding account balance and an application for free or reduced meals.

If the district is unable to work out an agreement with the student's parent on replenishment of the meal account and payment of any outstanding balance, the student will receive a meal. The district will make every effort to avoid bringing attention to the student.

Elementary: Breakfast is served from 7:05 am - 7:25 am. Students arriving after 7:30 am in the café will not be served, as the café will be closed. Any students arriving after 7:30 am by bus will be served. All students should be in their classrooms by 7:40 am for announcements.

Middle School Breakfast Times: 8:00 am - 8:20 am

High School Breakfast Times: 7:40 am - 8:00 am

The following information is published as required by the USDA for participation in the National School Lunch Program:

> "In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.
>
> "Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.
>
> "To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: https://www.usda.gov/sites/default/files/documents/ad-3027.pdf, from any USDA

office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. **mail:**

U.S. Department of Agriculture

Office of the Assistant Secretary for Civil Rights

1400 Independence Avenue, SW

Washington, D.C. 20250-9410; or

2. **fax:**

(833) 256-1665 or (202) 690-7442; or

3. **email:**

Program.Intake@usda.gov

"This institution is an equal opportunity provider."

The responsible state agency that administers the program is the Texas Department of Agriculture (https://www.texasagriculture.gov/Home/Contact-Us), which can be reached at (800) TELL-TDA (835-5832) or (800) 735-2989 (TTY).

The local agency that administers the program is the district. See **Nondiscrimination Statement** on page for the name and contact information for the Title IX coordinator, ADA/Section 504 coordinator, and superintendent for other concerns about discrimination.

Vending Machines (All Grade Levels)

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

[See policy COB for more information.]

Pest Management Plan (All Grade Levels)

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

All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area.

Parents who have questions or who want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area may contact the district's IPM coordinator:

Casey York, IPM Coordinator, 512-260-5580

Conduct Before and After School (All Grade Levels)

Teachers and administrators have full authority over student conduct at before- or after-school activities. Whether a school activity is on or off district premises, students must follow the same rules of conduct that apply during the instructional day. Misbehavior will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

Library (All Grade Levels)

The library is an important part of each student's learning experience. Students are given many opportunities to use library resources, both on campus and at home, with the goal of developing joy in reading, recognizing the positive value literacy plays in their lives, and utilizing accurate and contemporary information sources. Students borrow materials from the library with the understanding that they are responsible for these materials. Replacement fees will be assessed for damaged or lost materials. The library is open for independent student use with the librarian's permission during regular school hours.

The district provides a wide range of library materials for students and faculty that support student achievement and present varying levels of difficulty, diversity of appeal, and a variety of points of view. The district follows the Texas State Library and Archive Commission's standards for school library collection development.

The Board has established a school library advisory council (SLAC) to assist the District in ensuring that school libraries maintain strong collections that support student achievement, meet applicable state standards, and reflect local community values. For more information on LHISD's school library advisory committee. (See policy EFB(LOCAL)-X for more information)

Parents are the primary decision makers regarding their student's access to library material. The district encourages parental involvement in library acquisition, maintenance, and campus activities. Parents are encouraged to communicate with the campus librarian and their child's teacher about special considerations regarding library materials self-selected by their student. A parent may access Destiny Parental Controls to view and set boundaries on the subjects and titles of books they would like their children to be able to check out through the library as well as access their child's library information (checkouts, overdue materials, etc.). See the District Library Services website for details.

A parent may access the school's online library catalogue via the district Library Services website or the individual school websites.

The district welcomes student and parent feedback on library materials and services. Parents may contact the campus librarian with questions or comments about their child's campus library. A district employee, parent, or person residing in the district may submit a written challenge to the inclusion of any library material in the catalog of the school library by submitting the form available on the district's website.

Use of Hallways during Class Time (All Grade Levels)

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

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

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

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

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.

Meetings of Noncurriculum-Related Groups (Secondary Grade Levels Only)

Student-organized, student-led noncurriculum-related groups are permitted to meet during the hours designated by the principal before and after school. These groups must comply with the requirements of policy FNAB(LOCAL). A list of these groups is available in the principal's office.

Parental consent is required before a student may participate in a student club that is authorized or sponsored by the district. [See Extracurricular Activities, Clubs, and Organizations (All Grade Levels)]

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 that is not required as part of a basic educational program or course to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need. See **Fees (All Grade Levels)** for more information.

The district is not responsible for refunding fees paid directly to a third-party vendor.

Teachers may request parent chaperones for field trips if needed. Parents wishing to attend field trips as a chaperone must have already completed a background check through the LHISD central office. Chaperones will be supporting students on the field trip, and we require that younger siblings not attend. Parents wishing to attend a field trip with younger siblings may not be utilized as chaperones but may meet the group providing their own transportation and entrance fees (as applicable) and as venue space allows.

Parents wishing to take their child home directly from a field trip location will need to complete a "Field Trip Dismissal Form" at least 3 days prior to the trip in the school office. These requests will be processed through our registrar to ensure that the individual requesting pick-up privileges is an authorized parent/guardian in the Skyward Home Access portal. Failure to complete the form at least 3 days prior to the trip in the office may delay or deny the teacher's ability to release the child from the field trip location.

Searches and Investigations

Searches in General (All Grade Levels)

In the interest of promoting student safety and drug-free schools, district officials may occasionally conduct searches and investigations.

District officials may conduct investigations in accordance with law and district policy and may question students regarding a student's own conduct or the conduct of others. [For questioning of students by law enforcement officials, see Law Enforcement Agencies (All Grade Levels).]

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

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

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

District Property (All Grade Levels)

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

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

Metal Detectors (All Grade Levels)

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

Personal Communications and Other Electronic Devices (All Grade Levels)

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

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

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

Trained Dogs (All Grade Levels)

The district may use trained dogs to screen for concealed, prohibited items, including drugs and alcohol. Screenings conducted by trained dogs will not be announced in advance. The dogs will not be used with students, but students may be asked to leave personal belongings in an area

that is going to be screened, such as a classroom, a locker, or a vehicle. If a dog alerts to an item or an area, it may be searched by district officials.

Drug Testing (Secondary Grade Levels Only)

The district's policy FNF(LOCAL) addresses board authorization for drug testing of students as described in the policy. More details can be found on the high school website.

[See **Steroids**.]

Vehicles on Campus (Secondary Grade Levels Only)

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

Sexual Harassment

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

Special Programs (All Grade Levels)

The district provides special programs for gifted and talented students, students who are homeless, students in foster care, migrant students, emergent bilingual students, 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:

Student Support Services (SPED, 504, ESL, Bilingual) - Kaela Walker (512) 260-5590

Homeless and Foster Care – Tina Pasak (512) 260-5580

PreK and Gifted and Talented - Tiffany Eureste (512) 260-5580

The Texas State Library and Archives Commission's Talking Book Program (https://www.tsl.texas.gov/tbp) provides audiobooks free of charge to qualifying Texans, including students with visual, physical, or reading disabilities such as dyslexia.

Standardized Testing (Secondary Grade Levels)

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

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. The SAT or ACT will be given in the spring of a student's junior year during the school day as long as funding is provided by TEA. Students wishing to test beyond school day testing are encouraged to talk to their school counselor about testing options. The Preliminary SAT (PSAT) and Pre-ACT are the corresponding preparatory and readiness assessments for the SAT and ACT.

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

TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The TSI assesses the reading, mathematics, and writing skills that first-year students need to perform effectively as undergraduates in Texas public colleges and universities. This assessment may also be required before a student enrolls in a dual credit course offered through the district. Achieving certain benchmark scores on this assessment may also waive certain end-of-course assessment requirements in limited circumstances.

Student Information (All Grade Levels)

Liberty Hill ISD uses Skyward Family Access to communicate student information to parents and students and offers parents and guardians secure and convenient access to your student(s) information for the current academic school year. It is important to stay informed and up to date with your student's activities and progress at school. By logging into Skyward Family Access you will be able to:

- Check term grades and assignments
- Receive report cards and progress reports
- Track student attendance and tardies
- Review daily food purchases by student
- Make on-line payment to food balance
- View schedule information
- See calendar and upcoming events
- Review your login history
- See immunization record information

Students in Foster Care (All Grade Levels)

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

If you have questions, please contact the district's foster care liaison:

Tina Pasak, 512-260-5580

[See **A Student in the Conservatorship of the State (Foster Care)**]

Students Who are Homeless (All Grade Levels)

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

For more information on services for students who are homeless, contact your child's school counselor or the district's homeless education liaison:

Tina Pasak, 512-260-5580

[See **A Student Who is Homeless**]

Student Speakers (All Grade Levels)

[See **Graduation** for information related to student speakers at graduation ceremonies and policy FNA(LOCAL) regarding other speaking opportunities.]

Summer School (All Grade Levels)

Prekindergarten and Kindergarten Program for English Learners(§89.1250)

The Prekindergarten and Kindergarten Program for English Learners is designed to provide a summer school opportunity at no cost to students classified as EL who are in PreK and Kindergarten. Students receive language-rich, TEKS-focused instruction in this 120 hour state-mandated program to prepare them to be successful in Kindergarten and Grade 1. The program addresses the affective, linguistic, and cognitive needs of each student. Enrollment is optional, and by invitation only.

High School End-of-Course (EOC) Accelerated Instruction

Liberty Hill ISD offers End-of-Course preparation for high school students who have not yet met the requirements of the STAAR End-Of-Course Assessments. Small group instruction will target core curriculum and performance standards as set forth in the TEKS in courses which a student may need remediation. These courses may include English I, English II, Algebra I, Biology and United States History.

High School Credit Recovery

Liberty Hill ISD offers opportunities for credit recovery for high school students in courses required for promotion and/or graduation. Credit recovery is taught using Edgenuity, an online, self-paced computer program. Students may complete multiple courses, as time and class size permits. Credit Recovery students are required to follow the summer school attendance policy and complete the courses on campus during the summer school session. Credit will not be awarded for incomplete courses, and the student may be required to take the course again during the regular school year.

Extended School Year

The Extended School Year Program (ESY) is designed to provide individual instruction for eligible students in grades PreK through 12 who have been identified as needing additional services beyond the regular school year. The goal of the program is to provide instruction for these students in order to maintain critical skills during the extended summer break as designated in their Individual Education Plans. The need for services is determined by ARD Committee Decision, and determined on a student by student basis.

Each year, district and campus leaders will collaborate and assess student needs to determine the format and structure for the LHISD Summer School Program.

Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)

Instructional materials are any resources used in classroom instructions as part of the required curriculum, such as textbooks, workbooks, computer software, or online services.

The district selects instructional materials in accordance with state law and policy EFA.

The district provides approved instructional materials to students free of charge for each subject or class. Students must treat instructional materials with care as directed by the teacher.

A student who is issued a damaged item should report the damage to the teacher.

Any student who does not return an item or returns an item in an unacceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage is paid for by the parent. However, the student will be provided the necessary instructional resources for use at school during the school day.

For information on library books and other resources students may access voluntarily, see **Library (All Grade Levels)**.

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**, **Bullying**, and **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services**, for other transfer options.]

Transportation (All Grade Levels)

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use school-provided transportation to and from the event. However, in accordance with campus procedures, a parent may provide written consent for his or her child to ride with or be released after the event to the parent or another adult designated by the parent. [See **School-Sponsored Field Trips**.]

Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school and to any eligible students who are experiencing homelessness. This service is provided at no cost to students.

Bus routes and stops will be designated annually. Any subsequent changes will be posted at the school and on the district's website. For the safety of the driver and all passengers, students must board district vehicles only at authorized stops and drivers must unload passengers only at authorized stops.

Only students who are eligible to ride a specific bus will be transported on that bus. Requests for non-eligible students to ride the bus with an eligible student will not be accepted. Requests for eligible students to ride on a different bus will not be accepted.

SMART Tag ID Badges

In order to foster increased student safety and security as well as to provide a more efficient process of loading and unloading our buses, *SMART tag ID badges will be required for all riders.* Additionally, in order to minimize the manual review of students who misplace or forget SMART tag ID badges at home or school, those students possessing SMART tag ID badges will be allowed to board the bus first.

Students will retain their student ID's from year to year. In the event of a lost Smart Tag ID, replacement cards can be requested through the campus office. There is a $5.00 fee to replace SMART Tag cards. Replacement cards include the SMART tag and clear plastic sleeve. A lanyard, badge reel or zip tie are not included. **New** enrollees will be issued a card within a week

of registration. You can Pay Online at **https://libertyhillisd.revtrak.net/transportation/#/list**

A parent may designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated location must be an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, contact LHISD Transportation Department, 512-379-3250.

Students are expected to assist district staff in ensuring that buses and other district vehicles are clean and safe. When riding in district vehicles, students are held to behavioral standards established in this handbook and the Student Code of Conduct. Students must:

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

Misconduct will be punished in accordance with the Student Code of Conduct, including loss of the privilege to ride in a district vehicle.

[See the Student Code of Conduct for provisions regarding transportation to the DAEP.]

Transportation Changes

For your child's safety, the district has developed a strict policy regarding transportation changes.

1. Only permanent transportation change requests will be accepted.
2. Permanent change requests must be made 5 days in advance and the address must be updated in Skyward.
3. Permanent change requests will only be accepted under the following conditions:
    a. Pick up or drop off address is changed to reflect transport to the home address bus stop
    b. Address must fall within your student's campus attendance boundaries.

Designated Bus Stops

1. Students are assigned to a designated bus stop based on their primary address in Skyward.
2. Students will be picked up and dropped off at their designated stop.
3. To add a new stop to an established route, it may take up to 5 days for your request to be processed.

Additional information can be found in the Transportation Student Safety Handbook.

Vandalism (All Grade Levels)

Littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

Video Cameras (All Grade Levels)

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

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

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board may make a written request for the district to place video and audio recording equipment in certain special education classrooms. The district will provide notice before placing a video camera in a classroom or other setting in which a child receives special education services. For more information or to request the installation and operation of this equipment, contact the principal or the Executive Director of Student Support Services that the district has designated to coordinate the implementation of and compliance with this law.

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

[See **Consent to Video or Audio Record a Student when Not Already Permitted by Law** for video and other recordings by parents or visitors to virtual or in-person classrooms.]

Visitors to the School (All Grade Levels)

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the main office and comply with all applicable district policies and procedures. All visitors will be required to show valid identification and wear required visitor identification throughout their visit on campus. Before leaving campus, the visitor should check out with the office, exit the school at the primary entrance, and leave all exterior doors closed, latched, and locked unless actively monitored by a district employee.

Individuals may visit classrooms or observe virtual instruction during instructional time only with prior approval of the principal and teacher. Visitors may not interfere with instruction or disrupt the normal school environment.

All visitors are expected to demonstrate the highest standards of courtesy and conduct. Disruptive behavior or violations of student privacy will not be permitted.

[See **Consent to Video or Audio Record a Student when Not Already Permitted by Law** for video and other recording by parents or visitors to virtual or in-person classrooms.]

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 either of the following applies:

- The person poses a substantial risk of harm to any person
- 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

A verbal warning and persistent inappropriate behavior are not required for a person serving as a referee, judge, or other official of an extracurricular athletic activity or competition sponsored or sanctioned by the school district or UIL to eject a spectator.

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

[See the Student Code of Conduct.]

Visitors Participating in Special Programs for Students

Business, Civic, and Youth Groups

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

Volunteers (All Grade Levels)

The district invites and appreciates the efforts of volunteers who are willing to serve our district and students.

If you are interested in volunteering, please contact your campus office for more information and to complete an application and background check.

Parent volunteers may bring pre-school age children to the school while they work as long as they are highly supervised by the parent and not disruptive to the learning environment.

Subject to exceptions in accordance with state law and district procedures, the district requires a state criminal history background check for each volunteer, including parents, guardians, or grandparents of a child enrolled in the district. The volunteer must pay all costs for the background check.

Voter Registration (Secondary Grade Levels Only)

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

Withdrawing from School (All Grade Levels)

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

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

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

Glossary

Accelerated instruction, including supplemental instruction, is an intensive educational program designed to help an individual student acquire the knowledge and skills required at his or her grade level. It is required when a student does not meet the passing standard on a state-mandated assessment. Accelerated instruction may be provided by assigning a student to a classroom teacher who is certified as a master, exemplary, or recognized teacher or by providing supplemental instruction in addition to regular instruction.

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

ACT-Aspire is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

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

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

CPS stands for Child Protective Services.

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

DFPS stands for the Texas Department of Family and Protective Services.

DPS stands for the Texas Department of Public Safety.

DSHS stands for the Texas Department of State Health Services.

ED stands for the U.S. Department of Education.

Emergent bilingual student refers to a student of limited English proficiency. Other related terms include English learner, English language learner, and limited English proficient student.

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

ESSA is the federal Every Student Succeeds Act.

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

IEP stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services.

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

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

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

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

Safe and Supportive School Team is a team established at each campus that is responsible for conducting a threat assessment regarding individuals who make threats of violence or exhibit harmful, threatening, or violent behavior and determining appropriate intervention, and providing guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community, school, or individual.

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

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

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

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

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

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

State-mandated assessments are required of students at certain grade levels and in specified subjects. Except under limited circumstances, students must pass the STAAR EOC assessments to graduate. Students have multiple opportunities to take the tests, if necessary, for graduation.

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

TAC stands for the Texas Administrative Code.

TEA stands for the Texas Education Agency, which oversees primary and secondary public education in Texas.

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

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

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

Appendix: Freedom from Bullying Policy

Student Welfare: Freedom from Bullying

Policy FFI(LOCAL) adopted on 7/17/23

Bullying Prohibited

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

Examples

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

Minimum Standards

In accordance with law, the Superintendent shall develop administrative procedures to ensure that minimum standards for bullying prevention are implemented.

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 ProceduresStudent Report

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

Employee Report

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

Report Format

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

Periodic Monitoring

The Superintendent shall periodically monitor the reported counts of bullying incidents, and that declines in the count may represent not only improvements in the campus culture because bullying declines but also declines in the campus culture because of a decline in openness to report incidents.

Notice of Report

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

Prohibited Conduct

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

Investigation of Report

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

Concluding the Investigation

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

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

Notice to Parents

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

District ActionBullying

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

Discipline

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

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

Corrective Action

Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents

and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

Transfers

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

Counseling

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

Improper Conduct

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

Confidentiality

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

Appeal

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

Records Retention

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

Access to Policy and Procedures

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