

Table of Contents

PREFACE.....	1
LA PRYOR ISD GENERAL INFORMATION.....	2
Board Of Trustees	2
Administration Office	2
Business Office	2
Shared Personnel.....	2
La Pryor High School/Jr. Administration.....	2
La Pryor Elementary School Administration	3
Campus Alma Mater	3
District Website	3
Texas Pledge	3
SECTION I: PARENTAL RIGHTS AND RESPONSIBILITIES	4
PARENTAL INVOLVEMENT.....	4
Working Together	4
Parent Involvement Coordinator	5
PARENTAL RIGHTS	5
Obtaining Information and Protecting Student Rights	5
“Opting Out” of Surveys and Activities	5
Inspecting Surveys	5
Requesting Professional Qualifications of Teachers and Staff	6
Reviewing Instructional Materials	6
Displaying a Student’s Artwork, Photos, and Other Original Work.....	6
Accessing Student Records	6
Granting Permission to Video or Audio Record a Student.....	6
Granting Permission to Receive Parenting and Paternity Awareness Instruction	7
Removing a Student Temporarily from the Classroom	7
Removing a Student from Human Sexuality Instruction	7
Excusing a Student from Reciting the Pledges to the U.S. and Texas Flags	8
Excusing a Student from Reciting a Portion of the Declaration of Independence	8
Requesting Limited or No Contact with a Student through Electronic Media	8
Requesting Notices of Certain Student Misconduct	9
Prohibiting the Use of Corporal Punishment	9
School Safety Transfers	9
Requesting Classroom Assignment for Multiple Birth Siblings	10
Parents of Students with Disabilities with Other School-Aged Children in the Home	10
Request for the Use of a Service Animal	10
Options and Requirements for Providing Assistance to Students Who Have Learning Difficulties or Who Need or May Need Special Education Services	10
Parents of Students who speak a Primary Language Other than English	11
Accommodations for Children of Military Families	11
Student Records	11
Directory Information	13
Directory Information for School-Sponsored Purposes	13

Release of Student Information to Military Recruiters and Institutions of Higher Education....	13
SECTION II: OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS.....	13
ABSENCES/ATTENDANCE	14
Compulsory Attendance	14
Exemptions to Compulsory Attendance	15
Failure to Comply with Compulsory Attendance	15
Attendance for Credit	15
Official Attendance-Taking Time	16
Parent’s Note after an Absence	16
Doctor’s Note after an Absence for Illness	17
Driver License Attendance Verification	17
ACADEMIC PROGRAMS	17
AWARDS AND HONORS	17
Student Awards	17
Scholastic Awards	17
BLACKOUT DATES	17
BULLYING	18
CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS	19
CHILD SEXUAL ABUSE AND OTHER MALTREATMENT OF CHILDREN	19
CLASS RANK / HIGHEST RANKING STUDENT	20
CLASS REGISTRATION	21
CLASS SCHEDULES	21
COLLEGE AND UNIVERSITY ADMISSIONS	22
COLLEGE CREDIT COURSES	22
COMPLAINTS AND CONCERNS	26
CONDUCT	26
Applicability of School Rules	26
Disruptions of School Operations	26
Social Events	26
CONTAGIOUS DISEASES / CONDITIONS	26
COUNSELING	27
Academic Counseling	27
Personal Counseling	27
Psychological Exams, Tests, or Treatment.....	27
COURSE CREDIT	27
CREDIT BY EXAM—If a Student Has Taken the Course	27
CREDIT BY EXAM—If a Student Has Not Taken the Course	28
CURRICULUM AND ASSESSMENT (CSCOPE)	28
DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION.....	29
Dating Violence	29
Discrimination	29
Harassment	29
Sexual Harassment and Gender-Based Harassment	30
Retaliation	30
Reporting Procedures	30

Investigation of Report	30
DISCRIMINATION	31
DISTANCE LEARNING	32
DISTRIBUTION OF PUBLISHED MATERIALS OR DOCUMENTS	32
School Materials	32
Nonschool Materials...from students	32
Nonschool Materials...from others	33
DRESS AND GROOMING	33
All Students	33
Female Students.....	34
Male Students	35
ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES	36
Possession and Use of Personal Telecommunications Devices	36
Possession and Use of Other Personal Electronic Devices	37
Instructional Use of Personal Telecommunications and Other Electronic Devices	37
Acceptable Use of District Technology Resources	37
Unacceptable and Inappropriate Use of Technology Resources	37
END-OF-COURSE (EOC) ASSESSMENTS	38
EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS	38
Grade Check Schedule	38
Standards of Behavior	39
Offices and Elections	41
Student Council	41
National Honor Society.....	41
Class Organizations	42
Future Farmers of America (FFA)	42
Technology Students Association (TSA).....	43
Spanish Club	43
Class and Extracurricular Offices and Election Guidelines	43
FEES	45
FUND-RAISING	46
GANG-FREE ZONES	46
GENDER-BASED HARRASSMENT.....	46
GRADE CLASSIFICATION	46
GRADING GUIDELINES	46
Grading Policy	46
Academic Load	47
Semester Exam Exemptions	47
Grading Scale	48
Grade Point System	48
GRADUATION	48
Requirements for a Diploma for a Student Enrolled in High School Prior to the 2014-15 School Year	49
Requirements for a Diploma Beginning with the 2014-15 School Year.....	49
Testing Requirements for Graduation	49

Minimum, Recommended, and Advanced/Distinguished Achievement Graduation Programs	49
Foundation Graduation Program	52
Personal Graduation Plans for Students Under The Foundation Graduation Program.....	54
Available Course Options for all Graduation Programs.....	55
Certificates of Coursework Completion	55
Students with Disabilities	56
Graduation Activities	57
Graduation Speakers	57
Graduation Expenses	57
State Scholarships and Grants	57
HARASSMENT	58
HAZING	58
HEALTH-RELATED MATTERS	58
Bacterial Meningitis	58
Food Allergies	59
Physical Activity for Students in Elementary and Middle School	59
School Health Advisory Council (SHAC)	60
Other Health-Related Matters	60
Physical Fitness Assessment.....	60
Vending Machines	60
Tobacco Prohibited.....	60
Asbestos Management Plan	60
Pest Management Plan	60
HOMELESS STUDENTS	61
HOMEWORK.....	61
IMMUNIZATION	61
LAW ENFORCEMENT AGENCIES	62
Questioning of Students	62
Students Taken Into Custody	62
Notification of Law Violations	62
LIMITED ENGLISH PROFICIENT STUDENTS	63
MAKEUP WORK	63
Makeup Work Because of Absence	63
DAEP Makeup Work	64
In-school Suspension (ISS) Makeup Work	64
MEDICINE AT SCHOOL	64
Psychotropic Drugs	65
NONDISCRIMINATION STATEMENT	65
NONTRADITIONAL ACADEMIC PROGRAMS	65
PHYSICAL EXAMINATIONS / HEALTH SCREENINGS.....	65
PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE	66
PRAYER	66
PROMOTION AND RETENTION	66
RELEASE OF STUDENTS FROM SCHOOL	68

REPORT CARDS / PROGRESS REPORTS AND CONFERENCES	68
RETALIATION	68
SAFETY	68
Accident Insurance	69
Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies	69
Emergency Medical Treatment and Information	69
Emergency School-Closing Information	69
SAT, ACT, AND OTHER STANDARDIZED TESTS	70
SCHOOL FACILITIES	70
Use by Students Before and After School	70
Conduct Before and After School	70
Use of Hallways During Class Time	70
Cafeteria Services	70
Library.....	71
Meetings of Noncurriculum-Related Groups	71
SEARCHES	71
Students’ Desks and Lockers	71
Telecommunications and Other Electronic Devices.....	72
Vehicles on Campus	72
Trained Dogs	72
Drug-Testing	72
SEXUAL HARASSMENT	73
SPECIAL PROGRAMS	73
STANDARDIZED TESTING	73
SAT/ACT (Scholastic Aptitude Test and American College Test)	73
STAAR (State of Texas Assessments of Academic Readiness)	73
Grades 3–8	73
End-of-Course (EOC) Assessments for Students in Grades 9–12	74
THEA (Texas Higher Education Assessment)	74
TSI (Texas Success Initiative) Assessment.....	74
STEROIDS	75
STUDENTS IN PROTECTIVE CUSTODY OF THE STATE	75
STUDENT SPEAKERS	75
SUBSTANCE ABUSE PREVENTION AND INTERVENTION.....	76
SUICIDE AWARENESS	76
SUMMER SCHOOL	76
TAKS (TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS)	76
TARDINESS.....	76
TEXTBOOKS, ELECTRONIC TEXTBOOKS, AND TECHNOLOGICAL EQUIPMENT, AND OTHER INSTRUCTIONAL MATERIALS.....	77
TRANSFERS	77
TRANSPORTATION	77
School-Sponsored Trips	77
Buses and Other School Vehicles	77

VANDALISM.....	78
VIDEO CAMERAS	78
VISITORS TO THE SCHOOL	78
General Visitors	78
Visitors Participating in Special Programs for Students.....	78
WITHDRAWING FROM SCHOOL	79
GLOSSARY	79

PREFACE

To Students and Parents:

Welcome to school year 2016-2017! Education is a team effort, and we know that students, parents, teachers, and other staff members all working together can make this a wonderfully successful year for our students.

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

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

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

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

Both students and parents should become familiar with the La Pryor Independent School District Student Code of Conduct, which is a document adopted by the board and intended to promote school safety and an atmosphere for learning. That document may be found as a separate document sent home to parents and posted at <http://www.lapryor.net> or available in the principal’s office.

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

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

Also, please be aware that the handbook is updated yearly, while policy adoption and revision may occur throughout the year. Changes in policy or other rules that affect Student Handbook provisions will be made available to students and parents through newsletters or other communications. The district reserves the right to modify provisions of the Student Handbook at any time, whenever it is deemed necessary. Notice of any revision or modification will be given as is reasonably practical under the circumstances.

Although the Student Handbook may refer to rights established through law or district policy, the Student Handbook does not create any additional rights for students and parents. It does not, nor is it intended to, create contractual or legal rights between any student or parent and the district. After reading through the entire handbook with your child, keep it as a reference during this school

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

Also, please complete and return to your child's campus the following forms provided in the forms packet accompanying this handbook:

1. Student and Parent Acknowledgment Form;
2. Student Directory Information and Release of Student Information Form;
3. Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education Form, if you choose to restrict the release of information to these entities; and
4. Consent/Opt-Out Form.
5. Parent Statement Prohibiting Corporal Punishment

[See **Obtaining Information and Protecting Student Rights** on page 5 and **Directory Information** on page 12 for more information.]

Please note that references to policy codes are included so that parents can refer to current board policy. A copy of the district's policy manual is available for review in the school office [or online at <http://www.lapryor.net>].

LA PRYOR ISD GENERAL INFORMATION

Board of Trustees

- Marcel Valdez, President Term Expires – November 2018
- Juan P Lopez, Vice-President Term Expires - November 2016
- Jose Luis Ramirez , Secretary Term Expires - November 2018
- Eric Dube, Board Member Term Expires - November 2016
- Lorena Lopez, Board Member Term Expires - November 2016
- Alejandro Perez, Board Member Term Expires – November 2016
- Ernesto Salazar, Board Member Term Expires – November 2018

(*The School Board meets the fourth Tuesday of every month at the Multi-Purpose Bldg.)

Administration Office (311 W. Highway 57, Box 519, La Pryor, Texas 78872)

- Matthew McHazlett, Superintendent of Schools
- Reina Gallegos, Federal Programs Director/DTC/DCSI

Business Office (311 W. Highway 57, Box 519, La Pryor, Texas 78872)

- Rebecca Garcia - Business Manager
- Diana Lopez – Payroll Clerk/HR
- Eva Gonzalez- Tax Collector/Accounts receivable

Shared Personnel (311 W. Highway 57, Box 519, La Pryor, Texas 78872)

- Mario Carrillo – Technology Coordinator
- Leticia Balderas – District PEIMS Coordinator / District Attendance
- Becky Flores – Nurse
- Elisa Santos- Migrant Coordinator/ESL Coordinator
- Ana Rojas – Special Programs Secretary
- Rick Rodriguez- Special Education Facilitator
- Maria Castillo – Cafeteria Supervisor
- John Gaitan – Maintenance / Transportation Supervisor
- Yvette Juarez – District Counselor

La Pryor High/Jr. School Administration (Grades 7-12)

- Tony Dominguez – High School Principal
- Justin Stephens - Athletic Director
- Gloria Perez – High School Secretary/Attendance
- Savina Melendrez – Registrar / Discipline/High School Office

La Pryor Elementary School Administration (Grades PreK-6)

- Sonia Morales– Principal
- Julie Ramos- Secretary
- Dimas Vera - Parent Liaison

Campus Alma Mater

La Pryor, La Pryor,
We Love You
We'll Stand By You
Faithful And True.
We Know You Can Win,
With Spirit And Vim
To Carry Our Colors Through.

We Love Every Bulldog On The Team,
We'll Stand By You To The End.
We Love Everyone,
So Let's Have a Run.
La Pryor, We Love You.

District Website

<http://www.lapryor.net>

Texas Pledge

Honor the Texas flag; I pledge allegiance to thee, Texas, one state under God, one and indivisible.

SECTION I: PARENTAL RIGHTS AND RESPONSIBILITIES

This section of the La Pryor Independent School District Student Handbook includes information on topics of particular interest to you as a parent.

PARENTAL INVOLVEMENT

Working Together

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

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all of your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements of the graduation programs with your child once your child begins enrolling in courses that earn high school credit.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling** on page 25 and **Academic Programs** on page 16.]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, counselor, or principal, please call the high school/middle school office at (830) 365-4008 or the elementary school office at (830) 365-4009 for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences** on page 62.]
- Becoming a school volunteer.[For further information, see policies at GKG and contact Yvette Juarez]
- Participating in campus parent organizations. Parent organizations include: La Pryor Booster Club.
- Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. For further information, see policies at BQA and BQB, and contact Elisa Santos.
- Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction. [See policies at BDF, EHAA, FFA, and information in this handbook at **School Health Advisory Council** on page 54.] Being aware of the school's ongoing bullying and harassment prevention efforts.
- Attending board meetings to learn more about district operations. [See policies at BE and BED for more information.]

Parent Involvement Coordinator

The Parent Involvement Coordinator, who works with parents of students participating in Title I programs is Reina Gallegos contacted at (830) 365-4000.

PARENTAL RIGHTS

Obtaining Information and Protecting Student Rights

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

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

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

“Opting Out” of Surveys and Activities

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

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

Inspecting Surveys

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

Requesting Professional Qualifications of Teachers and Staff

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

Reviewing Instructional Materials

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

[Also see **Removing a Student from Human Sexuality Instruction** on page 7 for additional information.]

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

Teachers may display students' work in classrooms or elsewhere on campus as recognition of student achievement. However, the district will seek parental consent before displaying students' artwork, special projects, photographs taken by students, and other original works on the district's Web site, on any campus or classroom Web site, in printed material, by video, or by any other method of mass communication.

Accessing Student Records

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

- Attendance records,
- Test scores,
- Grades,
- Disciplinary records,
- Counseling records,
- Psychological records,
- Applications for admission,
- Health and immunization information,
- Other medical records,
- Teacher and counselor evaluations,
- Reports of behavioral patterns, and

State assessment instruments that have been administered to your child. [See **Student Records** on page 11.]

Granting Permission to Video or Audio Record a Student

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

- When it is to be used for school safety;

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

Granting Permission to Receive Parenting and Paternity Awareness Instruction

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

Removing a Student Temporarily from the Classroom

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

Removing a Student from Human Sexuality Instruction

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

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

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

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

The Board shall select any instruction relating to human sexuality, sexually transmitted diseases, or human immunodeficiency virus (HIV) or acquired immune deficiency syndrome (AIDS) with the advice of the local school health advisory council. The instruction must:

- Present abstinence as the preferred choice of behavior for unmarried persons of school age;
- Devote more attention to abstinence than to any other behavior;
- Emphasize that abstinence is the only method that is 100 percent effective in preventing

pregnancy, sexually transmitted diseases, infection with HIV or AIDS, and the emotional trauma associated with adolescent sexual activity;

- Direct adolescents to a standard of behavior in which abstinence before marriage is the most effective way to prevent pregnancy, sexually transmitted diseases, and infection with HIV or AIDS; and
- Teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates, if instruction on contraception and condoms is included in the curriculum.

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

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

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

As a parent, you may request that your child be excused from participation in the daily recitation of the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. The request must be in writing. State law does not allow your child to be excused from participation in the required minute of silence or silent activity that follows. [See **Pledges of Allegiance and a Minute of Silence** on page 60 and policy EC(LEGAL).]

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

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

Requesting Limited or No Contact with a Student through Electronic Media

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

An employee described above may also contact a student individually through electronic media to

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

Requesting Notices of Certain Student Misconduct

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

Prohibiting the Use of Corporal Punishment

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

If you do not want corporal punishment to be administered to your child as a method of student discipline, please return the form included in the forms packet. A signed statement must be provided each year.

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

School Safety Transfers

As a parent, you may:

- Request the transfer of your child to another classroom or campus if your child has been determined by the district to have been a victim of bullying as the term is defined by Education Code 37.0832. Transportation is not provided for a transfer to another campus. See the superintendent or designee for information.

Consult with district administrators if your child has been determined by the district to have engaged in bullying and the district decides to transfer your child to another campus.

Transportation is not provided in this circumstance. [See **Bullying** on page 17, policy FDB, and policy FFI.]

- Request the transfer of your child to attend a safe public school in the district if your child attends school at a campus identified by TEA as persistently dangerous or if your child has been a victim of a violent criminal offense while at school or on school grounds. [See policy FDE(LOCAL).]
- Request the transfer of your child to another campus or a neighboring district if your child has been the victim of a sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault. [See policy FDE.]

Requesting Classroom Assignment for Multiple Birth Siblings

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

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

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

Request for the Use of a Service Animal

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

Options and Requirements for Providing Assistance to Students Who Have Learning Difficulties or Who Need or May Need Special Education Services

If a child is experiencing learning difficulties, the parent may contact the person listed below to learn about the district's overall general education referral or screening system for support services. This system links students to a variety of support options, including referral for a special education evaluation. Students having difficulty in the regular classroom should be considered for tutorial, compensatory, and other academic or behavior support services that are available to all students including a process based on Response to Intervention (RTI). The implementation of RTI has the potential to have a positive impact on the ability of school districts to meet the needs of all struggling students.

At any time, a parent is entitled to request an evaluation for special education services. Within a reasonable amount of time, the district must decide if the evaluation is needed. If the evaluation is needed, the parent will be notified and asked to provide informed written consent for the evaluation. The district must complete the evaluation and the report within 60 calendar days of the date the district receives the written consent. The district must give a copy of the report to the parent.

All decisions regarding placement and related aids and services determined to be necessary for the student who has been evaluated will be documented in writing and signed by the group of knowledgeable person making the placement decision.

The parent(s)/guardian(s) of the student will receive written notice of any placement decisions made by the district within a reasonable amount of time.

The student's teachers will receive a copy of the student's services plan (e.g. 504 Plan) within a reasonable amount of time.

If the district determines that the evaluation is not needed, the district will provide the parent with prior written notice that explains why the child will not be evaluated. This written notice will include

a statement that informs the parents of their rights, if they disagree with the district. The district is required to give parents the *Notice of Procedural Safeguards—Rights of Parents of Students with Disabilities*. Additional information regarding the Individuals with Disabilities Education Act (IDEA) is available from the school district in a companion document, *A Guide to the Admission, Review, and Dismissal Process*.

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

Texas Project First, at <http://www.texasprojectfirst.org/>

Partners Resource Network, at <http://www.partnerstx.org/howPRNhelps.html>

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education services is **Reina Gallegos at 830-365-4000**.

Parents of Students Who Speak a Primary Language Other than English

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

Accommodations for Children of Military Families

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

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

In addition, absences related to a student visiting with his or her parent related to leave or deployment activities may be excused by the district. The district will permit no more than five excused absences per year for this purpose.

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

Student Records

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

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

- The parents—whether married, separated, or divorced—unless the school is given a copy of a

court order terminating parental rights or the right to access a student's education records.

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

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

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

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

Records may be inspected by a parent or eligible student during regular school hours. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records.

A parent or eligible student who provides a written request and pays copying costs of ten cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review these records. The address of the superintendent and principal's office is 311 W. Highway 57, Box 519, La Pryor, Texas, 78872. A parent (or eligible student) may inspect the student's records and request a correction if the records are considered inaccurate, misleading, or otherwise in violation of the student's privacy rights. A request to correct a student's record should be submitted to the principal or superintendent. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information in the record is inaccurate. If the district denies the request to

amend the records, the parent or eligible student has the right to request a hearing. If the records are not amended as a result of the hearing, the parent or eligible student has 30 school days to exercise the right to place a statement commenting on the information in the student's record. Although improperly recorded grades may be challenged, contesting a student's grade in a course is handled through the general complaint process found in policy FNG(LOCAL). A grade issued by a classroom teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district's grading policy. [See FINALITY OF GRADES at FNG(LEGAL), **Report Cards/Progress Reports and Conferences** on page 62, and **Student or Parent Complaints and Concerns** on page 23 for an district's policy regarding student records found at FL(LEGAL) and (LOCAL) is available from the principal's or superintendent's office or on the district's Web site at <http://www.lapryor.net>. The parent's or eligible student's right of access to and copies of student records do not extend to all records. Materials that are not considered educational records—such as a teacher's personal notes about a student that are shared only with a substitute teacher—do not have to be made available to the parents or student.

Please note:

Parents or eligible students have the right to file a complaint with the U.S. Department of Education if they believe the district is not in compliance with federal law regarding student records. The complaint may be mailed to: Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, SW Washington, DC 20202-5901

Directory Information

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

Directory Information for School-Sponsored Purposes

The district often needs to use student information for the following school-sponsored purposes: all officially recognized La Pryor Independent School District academic and extra-curricular activities.

For these specific school-sponsored purposes, the district would like to use your child's name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; degrees, honors, and awards received; dates of attendance; grade level; most recent educational institution attended; participation in officially recognized activities and sports; and weight and height of members of athletic teams as found in your FL(LOCAL). This information will not be used for other purposes without the consent of the parent or eligible student, except as described above at Directory Information. Unless you object to the use of your child's information for these limited purposes, the school will not need to ask your permission each time the district wishes to use this information for the school-sponsored purposes listed above.

Release of Student Information to Military Recruiters and Institutions of Higher

Education

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

SECTION II: OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS

Topics in this section of the handbook contain important information on academics, school activities, and school operations and requirements. Take a moment with your child to become familiar with the various issues addressed in this section. It is organized in alphabetical order to serve as a quick-reference when you or your child has a question about a specific school-related issue. Should you be unable to find the information on a particular topic, please contact Tony Dominguez at La Pryor High/Jr. School, (830) 365-4008 or Sonia Morales at La Pryor Elementary (830) 365-4009.

ABSENCES/ATTENDANCE

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

Compulsory Attendance

State law requires that a student between the ages of six and 18 attend school, as well as any applicable accelerated instruction program, extended year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

A student who voluntarily attends or enrolls after his or her 18th birthday is required to attend each school day until the end of the school year and may be subject to compulsory attendance laws, if the student is under 21 years old. In addition, if a student 18 or older has more than five unexcused absences in a semester the district may revoke the student's enrollment. The student's presence on school property thereafter would be unauthorized and may be considered trespassing. [See policy FEA.]

Students enrolled in prekindergarten or kindergarten are required to attend school. State law requires attendance in an accelerated reading instruction program when kindergarten, first grade, or second grade students are assigned to such a program. Parents will be notified in writing if their child is assigned to an accelerated reading instruction program as a result of a diagnostic reading instrument. A student in grades 3–8 will be required to attend any assigned accelerated instruction program, which may occur before or after school or during the summer, if the student does not meet the passing standards on the state assessment for his or her grade level and applicable subject area.

Exemptions to Compulsory Attendance

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

- Religious holy days;
- Required court appearances;
- Activities related to obtaining United States citizenship;
- Service as an election clerk; and
- Documented health-care appointments, including absences for recognized services for students diagnosed with autism spectrum disorders. A note from the health-care provider must be submitted upon the student's return to campus.

In addition, a junior or senior student's absence of up to two days related to visiting a college or university will be considered an exemption, provided the student receives approval from the campus principal, follows the campus procedures to verify such a visit, and makes up any work missed. Absences of up to two days in a school year will also be considered an exemption for a student serving as an early voting clerk, provided the student notifies his or her teachers and receives approval from the principal prior to the absences. As listed in Section I at **Accommodations for Children of Military Families**, absences of up to five days will be excused for a student to visit with a parent, stepparent, or legal guardian who has been called to duty for, is on leave from, or immediately returned from certain deployments. Please see page 17 for that section.

Failure to Comply with Compulsory Attendance

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

A court of law may also impose penalties against both the student and his or her parents if a school-aged student is deliberately not attending school. A complaint against the parent may be filed in court if the student:

- Is absent from school on ten or more days or parts of days within a six-month period in the same school year, or
- Is absent on three or more days or parts of days within a four-week period.

For a student younger than 12 years of age, the student's parent could be charged with a criminal offense based on the student's failure to attend school. If a student age 12 through age 17 violates the compulsory attendance law, both the parent and student could be charged with a criminal offense. If a student is age 18 or older, the student may be subject to penalties as a result of the student's violation of the state compulsory attendance law. [See policy FEA (LEGAL).]

Attendance for Credit or Final Grade

To receive credit in a class, a student must attend at least 90 percent of the days the class is offered. A student who attends at least 75 percent but fewer than 90 percent of the days the class is offered

may receive credit for the class if he or she completes a plan, approved by the principal that allows the student to fulfill the instructional requirements for the class. If a student is involved in a criminal or juvenile court proceeding, the approval of the judge presiding over the case will also be required before the student receives credit for the class.

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

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

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

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

Official Attendance-Taking Time

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

Parent's Note after an Absence

When a student must be absent from school, the student—upon returning to school and no later than the third day—must bring a note signed by the parent that describes the reason for the absence. A note signed by the student, even with the parent's permission, will not be accepted unless the student

is 18 or older.

After 5 absences a parent note is no longer accepted. The parent must provide a doctor's excuse or a medical excuse in order for the school to excuse an absence.

Doctor's Note after an Absence for Illness

Upon return to school, a student absent for more than five consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student's extended absence from school.

Should the student develop a questionable pattern of absences, the principal or attendance committee may require a statement from a doctor or health clinic verifying the illness or condition that caused the student's absence from school. [See policy FEC (LOCAL).]

Driver License Attendance Verification

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

ACADEMIC PROGRAMS

The school counselor provides students and parents information regarding academic programs to prepare for higher education and career choices. [For more information, see **Academic Counseling** on page 25 of this handbook and policies at EIF.]

AWARDS AND HONORS

Student Awards

Special awards and scholarships are presented to deserving students at Graduation at the close of the school year.

Scholastic Awards

Outstanding student awards are presented in each teaching field during the second semester at the Annual Academic & UIL Banquet.

BLACK-OUT DATES

Designated dates in which no other activity is scheduled except for the following activities listed below:

- District Cross Country Meet
- District Cross Examination Debate (CX)
- Zone One Act Play
- District One Act Play
- District Academic Meet
- District Track

- Band End Of Year Concert
- Academic Awards
- Sports Banquet
- FFA Banquet
- Band Banquet
- Prom

BULLYING

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

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

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

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

The principal may, in response to an identified case of bullying, decide to transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the student may also be transferred to another campus in the district. The parent of a student who has been determined by the district to be a victim of bullying may request that his or her child be transferred to another classroom or campus within the district. [Also see **School Safety Transfers** on page 9.]

A copy of the district's policy is available in the principal's office, superintendent's office, and on the district's Web site. A student or parent who is dissatisfied with the outcome of an investigation may appeal through policy FNG(LOCAL).

[Also see **Dating Violence, Discrimination, Harassment, and Retaliation** on page 27, **School Safety Transfers** on page 9, **Hazing** on page 52, policy FFI, and the district improvement plan, a copy of which can be viewed in the campus office.]

CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS

The district offers career and technical education in Industrial Arts, Agriculture, and Distance Learning. Admission to these programs is based on successful completion of pre-requisite courses in that particular field of study or passing scores on the Texas Higher Education Assessment (THEA). La Pryor Independent School District will take steps to ensure that lack of English language skills will not be a barrier to admission and participation in all educational and CTE programs. [Also see **Nondiscrimination Statement** on page 59 for additional information regarding the district's efforts regarding participation in these programs.]

CHILD SEXUAL ABUSE AND OTHER MALTREATMENT OF CHILDREN

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

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

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

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

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

<http://www.childwelfare.gov/pubs/factsheets/signs.cfm>

<http://sapn.nonprofitoffice.com>

<http://www.taasa.org/member/materials2.php>

http://www.oag.state.tx.us/AG_Publications/txts/childabuse1.shtml

Reports may be made to: The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (1 800-252-5400 or on the Web at <http://www.txabusehotline.org>).

CLASS RANK / HIGHEST RANKING STUDENT

La Pryor High School students can graduate on one of three graduation plans:

- Advanced/Distinguished Achievement Program
- Recommended High School Program
- Minimum High School Program/Foundation Program

All Students will be encouraged to take the Recommended High School Program or higher. Students who take the Minimum High School Program must have permission from the principal, counselor, and parent.

For calculating averages to determine final class rank the following steps will be taken:

- All state and local graduation requirements shall be averaged with the exception of courses taken for local credit. Classes taken for local credit may include TAKS classes or ACT/SAT tutorial classes.
- Advanced classes can be substituted for prerequisite classes
- Core courses taken in the eighth grade for high school credit shall count toward averages.
- Student's averages for ranking will be computed at the end of the 11th grade, middle of the 12th grade, and the end of the 12th grade.
- A student shall be grouped according to his or her graduation plan. When determining class rank, a student under the Advanced/Distinguished Achievement Program shall be grouped first, a student under the Recommended High School Program shall be grouped second, and a student under the Minimum High School Program shall be grouped third.
- Student averages in each group will be placed in order from highest to lowest. [For further information, see policies at EIC.]

Effective for the 2005–06 school year and thereafter, a student must have been continuously enrolled in the District high school for the six semesters preceding graduation to be eligible for valedictorian and salutatorian. A student graduating in fewer than four years shall be eligible for valedictorian and salutatorian.

A student must be under the Advanced/Distinguished Achievement Program to be eligible for valedictorian or salutatorian. If there are no students under the Advanced/ Distinguished Achievement Program in a particular class, then the two students with the highest averages under the Recommended High School Program shall be the valedictorian and salutatorian. In case of a tie, the valedictorian shall be chosen according to the following criteria:

- The student with the most concurrent courses shall be considered first.
- If a tie still remains, the student with the highest numerical grade average of all concurrent courses taken shall be the valedictorian. [For further information, see policies at EIC.]

CLASS REGISTRATION

Listed below is the 2016-2017 registration dates, times, and location:

- January 11-13, 2017 8th Graders High School Library
- January 18-20, 2017 9th graders High School Library
- January 25-27, 2017 10th Graders High School Library
- February 1-3, 2017 11th Graders High School Library

*All registration times will be from 4:00 – 6:00 p.m.

CLASS SCHEDULES

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

Secondary Campus Bell Schedule

No RTI Monday-Thursday

1 st period	8:00 - 8:49	
2 nd period	8:52 - 9:54	
3 rd period	9:57 - 10:46	
4 th period	10:49-11:38	
5 th period	11:41-12:30	
	12:30-1:00	HS lunch
	1:03-1:52	HS class
6 th period	12:33-1:22	JH class
	1:22-1:52	JH lunch
7 th period	1:55-2:44	
8 th period	2:47-3:36	

No RTI Friday

1 st period	8:00 - 8:45	
2 nd period	8:48 - 9:46	
3 rd period	9:49 - 10:34	
4 th period	10:37-11:22	
5 th period	11:25-12:10	
	12:19-12:40	HS lunch
	12:43-1:28	HS class
6 th period	12:13-12:58	JH class
	12:58-1:28	JH lunch
7 th period	1:31-2:2:16	
8 th period	2:19-3:04	

RTI Monday-Thursday

1 st period	8:00 - 8:45	
2 nd period	8:48 - 9:33	
3 rd period	9:51 - 10:36	
4 th period	10:39-11:24	
5 th period	11:27- 12:12	
	12:12-12:42	HS lunch (JH RTI)
	12:42-1:12	JH lunch (HS RTI)
6 th period	1:15 - 2:00	
7 th period	2:03-2:48	
8 th period	2:51-3:36	

Pep Rally/NO RTI

1 st period	8:00 - 8:45	
	8:45 - 9:20	PEP RALLY
2 nd period	9:23 - 10:16	
3 rd period	10:19 – 10:59	
4 th period	11:02 – 11:42	
5 th period	11:45-12:25	
	12:25-12:55	HS lunch
	12:58-1:38	HS Class
6 th period	12:28 -1:08	JH Class
	1:08- 1:38	JH lunch
7 th period	1:41-2:21	
8 th period	2:24-3:04	

Elementary School

COLLEGE AND UNIVERSITY ADMISSIONS

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

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

In addition, the student must submit a completed application for admission in accordance with the deadline established by the college or university.

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the University's enrollment capacity for incoming resident freshmen. For students who are eligible to enroll in the University of Texas at Austin during the summer or fall 2016 term, the University will be admitting the top eight percent of the high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through an independent review process.

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

Students and parents should contact the counselor or principal for further information about automatic admissions, the application process, and deadlines. [See also **Class Rank/Highest Ranking Student** on page 18 for information specifically related to how the district calculates a student's rank in class].

COLLEGE CREDIT COURSES

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

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), or International Baccalaureate (IB);
- Enrollment in an AP or dual credit course through the Texas Virtual School Network;
- Enrollment in courses taught in conjunction and in partnership with the Southwest Texas Junior College.
- Enrollment in courses taught at the following institutions in the district: none available in the district
- Certain CTE courses.

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

It is important to keep in mind that not all colleges and universities accept credit earned in all dual credit or AP courses taken in high school for college credit. Students and parents should check with the prospective college or university to determine if a particular course will count toward the student’s desired degree plan. La Pryor ISD will offer to all Seniors and Juniors the opportunity to earn college credit through the dual credit program. There is no fee for the classes; however, students interested in the college classes must meet LPHS college criteria before permission is granted to enroll into the college classes. LPHS College criteria is as follows:

- Pass all sections of the TAKS test
- Recommendation from 3 Teachers (teachers you’ve had in class)
- Teacher Committee Interview

Fall 2016/Spring 2017 Online Courses

Composition I	Composition II
American Lit. to 1800	American Lit. since 1800
Calculus I	Calculus II
Pre-Cal I	Pre-Cal II
US Hist. to 1877	US Hist. since 1877
American National Politics	
Intro to Psychology	Intro to Sociology
Government	Economics

General Information:

Tuition and fees for qualified students enrolled in all dual credit college classes will be paid by La Pryor ISD as long as the student maintains a passing grade in each college course.

- Textbooks will also be provided by the district. Required textbooks will be checked out to each student and must be returned to the district at the end of the course. Lost or damaged textbooks are the responsibility of the student/parent and must be paid for according to the textbook policies set forth in the LPHS Student Handbook.
- The La Pryor High School Student Handbook/Code of Conduct and any participating

college/university policies will be followed for the class.

- Students caught cheating or plagiarizing will be dismissed from the class and any future college class tuition and books will be paid by the student or parent.
- Students must be in their seats in the assigned computer lab before the tardy bell rings each day. The LPHS tardy policy will be followed and consequences for excessive tardies include ISS Saturday School D-hall and/or ISS Saturday School.
- All students will be expected to log in to his/her course(s) and complete assignments on a daily basis.
- Computer access for each student will be confined to completing assignments for his/her assigned college course. Students will not be allowed to work on other high school class assignments and/or to browse the Internet, play games or otherwise be off task during their assigned college course period(s) of the school day.
- LPHS proctors will actively monitor each student's work on the computer. The assigned proctor will maintain a notebook for each student which includes the syllabus for the course, course calendar with due dates for assignments and hard copies of all assignments submitted by the student. Students will be expected to sign the notebook as daily assignments are completed.
- LPHS proctors will be allowed to access each student's online account through the participating college/university in order to make sure that all assignments are turned in, due dates met and a passing grade maintained in each course. In addition, parents will be allowed to access their child's online account through the participating university to check assignment completion, due dates and grades.
- Grades will be posted to each student's online account by the college/university professor. Final grades will be posted on the student's report card.
- Food, drinks and gum are not allowed in the computer lab.

Supplies:

- Students will be required to keep a notebook for each class. The course syllabus, calendar with due dates, notes, and handouts will be kept in this notebook.
- If students are required to turn in any assignments through email, they must carbon copy ("cc") their assigned proctor with the assignment. This is done to protect the student in case the college professor never receives the email. In most cases, if the proctor has a copy of the email showing the assignment was turned in on time, the student will not be penalized for late work.
- Students must backup all assignments by printing off a "hard copy" and storing each assignment in his/her notebook.

Consequences:

- All registration paperwork must be turned in to the high school office by stated deadlines, or the student may be dropped from the course.
- Punctuality and attendance to each class are mandatory. Students will be dropped from the course for excessive tardies and/or a total of nine absences per semester.
- Refusal to turn in assignments and/or turning in late assignments will result in the parent(s) being notified and may cause the student to be dropped from the course.

- Each student's grade average will be checked at the three week and six week mark of each nine week grading period. Any student failing at the three weeks will be advised to bring up his/her grade by six weeks or run the risk of being dropped from the course.
- Students who fail a course (69 or below for the semester) may only re-enroll to take additional dual credit college courses at the expense of the student or parent. [See policy EHDD (LOCAL)].

COMPLAINTS AND CONCERNS

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

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

CONDUCT

Applicability of School Rules

As required by law, the board has adopted a Student Code of Conduct that prohibits certain behaviors and defines standards of acceptable behavior—both on and off campus—and consequences for violation of these standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules.

Disruptions of School Operations

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

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

Social Events

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

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

CONTAGIOUS DISEASES / CONDITIONS

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

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

COUNSELING

Academic Counseling

Students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and early graduation procedures. Each spring, students in grades 8 - 11 will be provided information on anticipated course offerings for the next school year and other information that will help them make the most of academic and CTE opportunities.

To plan for the future, each student should work closely with the counselor in order to enroll in the high school courses that best prepare him or her for attendance at a college, university, or training school, or for pursuit of some other type of advanced education. The counselor can also provide information about entrance exams and application deadlines, as well as information about automatic admission to state colleges and universities, financial aid, housing, and scholarships.

Personal Counseling

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, or emotional issues, or substance abuse. The counselor may also make available information about community resources to address these concerns. A student who wishes to meet with the counselor should feel free to call on the counselor's office at any time during the school day. Before going to the counselor's office, however, the student is expected to report to his/her regularly scheduled class and gain permission of the teacher to visit the counselor's office. If any emergency arises, the student may go directly to the counselor's office.

[Also see **Suicide Awareness** on Page 69]

Psychological Exams, Tests, or Treatment

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

COURSE CREDIT

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

CREDIT BY EXAM—If a Student Has Taken the Course

A student who has previously taken a course or subject—but did not receive credit for it—may, in circumstances determined by the principal or attendance committee, be permitted to earn credit by passing an exam on the essential knowledge and skills defined for that course or subject. Prior

instruction may include, for example, incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a non-accredited school.

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

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

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

A student will be permitted to take an exam to earn credit for an academic course or subject area for which the student has had no prior instruction or to accelerate to the next grade level. The dates on which exams are scheduled during the 2016-2017 school year include: (October/November 2016 and February/March 2017)

A student will earn course credit with a passing score of at least 90 on the exam. Depending on the student's grade level and course for which the student seeks to earn credit by exam, an end-of-course assessment (EOC) may be required for graduation. A student in elementary school will be eligible to accelerate to the next grade level if the student scores at least 90 on each exam in the subject areas of language arts, mathematics, science, and social studies. If a student plans to take an exam, the student (or parent) must register with the principal no later than 30 days prior to the scheduled testing date. The district will not honor a request by a parent to administer a test on a date other than the published dates. If the district agrees to administer a test other than the one chosen by the district, the student's parent will be responsible for the cost of the exam. [For further information, see policy EHDC(LOCAL).]

CURRICULUM & ASSESSMENT (TEKS RESOURCE SYSTEM)

At the heart of the TCMPC process is a guaranteed & viable curriculum. Content area experts ensure quality through a process of continual review. The key components of the TCMPC curriculum are:

- A K-12 systemic model in the four core content areas
- Common language, structure, and process for curriculum delivery
- Aligned written, taught, and tested curriculum
- Clarified and specified TEKS/TAKS expectations assembled in a vertical alignment format to eliminate multiple interpretations
- Customizable instructional plans that allow district resources to be integrated into the system
- Lessons in English and Spanish (K-5)

TRS curriculum is customizable to address the specific needs of educators. The systemic curriculum model components include:

- Vertical Alignment Documents
- Instructional Focus Documents (Scope and Sequence)
- Online model concept-based instructional units
- Research-based instructional plans are aligned with TEKS/STAAR and include instructional strategies, and questioning techniques
- Aligned continuum of authentic performance assessments

- One page TEKS overview for easy, yet complete six-week planning
- Year-at-a-glance planning tool to ensure comprehensive learning coverage
- Analytic and holistic scoring guides/rubrics

Further information about the TCMPC curriculum may be obtained by visiting the district’s website.

DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION

The district believes that all students learn best in an environment free from dating violence, discrimination, harassment, and retaliation and that their welfare is best served when they are free from this prohibited conduct while attending school. Students are expected to treat other students and district employees with courtesy and respect, to avoid behaviors known to be offensive, and to stop those behaviors when asked or told to stop. District employees are expected to treat students with courtesy and respect. The board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person’s race, color, religion, gender, national origin, disability, or any other basis prohibited by law. [See policy FFH.]

Dating Violence

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense. This type of conduct is considered harassment if the conduct is so severe, persistent, or pervasive that it affects the student’s ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student’s academic performance. Examples of dating violence against a student may include, but are not limited to, physical or sexual assaults, name-calling, put-downs, threats to hurt the student or the student’s family members or members of the student’s household, destroying property belonging to the student, threats to commit suicide or homicide if the student ends the relationship, threats to harm a student’s current dating partner, attempts to isolate the student from friends and family, stalking, or encouraging others to engage in these behaviors.

Discrimination

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

Harassment

Harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects the student’s ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student’s academic performance. A copy of the district’s policy is available in the principal’s office and in the superintendent’s office <http://www.lapryor.net>. Examples of harassment

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

Sexual Harassment and Gender-Based Harassment

Sexual harassment and gender-based harassment of a student by an employee, volunteer, or another student are prohibited. Examples of sexual harassment may include, but not be limited to, touching private body parts or coercing physical contact that is sexual in nature; sexual advances; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.

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

Gender-based harassment includes harassment based on a student's gender, expression by the student of stereotypical characteristics associated with the student's gender, or the student's failure to conform to stereotypical behavior related to gender. Examples of gender-based harassment directed against a student, regardless of the student's actual or perceived sexual orientation or gender identity, may include, but not be limited to, offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

Retaliation

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

Retaliation against a student might occur when a student receives threats from another student or an employee or when an employee imposes an unjustified punishment or unwarranted grade reduction. Retaliation does not include petty slights and annoyances from other students or negative comments from a teacher that are justified by a student's poor academic performance in the classroom.

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, counselor, principal, or other district employee. The report may be made by the student's parent. See policy FFH(LOCAL) for the appropriate district officials to whom to make a report.

Investigation of Report

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

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

During the course of an investigation, the district may take interim action to address the alleged prohibited conduct.

When an investigation is initiated for alleged prohibited conduct, the district will determine whether the allegations, if proven, would constitute bullying, as defined by law. If so, an investigation of bullying will also be conducted. [See policy FFI.]

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 will make referrals to law enforcement, where appropriate, and may take disciplinary and corrective action even if the conduct that is the subject of the complaint was not unlawful.

During the course of the investigation, the district will maintain on-going contact and provide updates to the individual alleged to have been the target of discrimination, harassment and/or retaliation.

The district will determine whether any student involved in the investigation (including witnesses) were negatively impacted by the allegedly prohibited behavior and consider whether remedial actions are also appropriate for those students.

The district will create a final written report describing the steps taken in the investigation and the facts gathered, clearly stating whether or not discrimination, harassment, and/or retaliation occurred, and explaining the basis for the district's conclusion, including application of the appropriate legal standard of preponderance of the evidence in cases involving sexual or gender-based harassment.

The district will maintain documentation of all investigative steps, including statements provided by the allegedly targeted person, his/her parents, and any other witnesses or reporting parties, the evidence reviewed, any remedial actions taken, and a copy of the letter of finding/report issued at the conclusion of the investigation.

The district will provide written notification to the parent(s)/guardian(s) of the allegedly targeted student explaining the district's investigative process, factual findings, and determination.

The district will contact the student who was the target of the alleged discrimination, harassment and/or retaliation within a reasonable period of time after conclusion of the investigation to ensure that there is no continuing concerns.

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

DISCRIMINATION

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 27.]

DISTANCE LEARNING

Distance learning and correspondence courses include courses that encompass the state-required essential knowledge and skills but are taught through multiple technologies and alternative methodologies such as mail, satellite, Internet, video-conferencing, and instructional television. The Texas Virtual School Network (TxVSN) has been established as one method of distance learning. A student has the option, with certain limitations, to enroll in a course offered through the TxVSN to earn course credit for graduation. In limited circumstances, a student in grade 8 may also be eligible to enroll in a course through the TxVSN.

Depending on the TxVSN course in which a student enrolls, the course may be subject to the “no pass, no play” rules. [Also see **Extracurricular Activities, Clubs, and Organizations** on page 35.] In addition, for a student who enrolls in a TxVSN course for which an end-of-course (EOC) assessment is required, the student must still take the corresponding EOC assessment and the requirements related to the incorporation of the EOC score into the student’s final course grade and the implications of these assessments on graduation apply to the same extent as they apply to traditional classroom instruction. If you have questions or wish to make a request that your child be enrolled in a TxVSN course, please contact the counselor.

The additional distance learning opportunities available to district students are through Southwest Texas Junior College. If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through the TxVSN in order to earn credit in a course or subject, the student must receive permission from the principal prior to enrolling in the course or subject. If the student does not receive prior approval, the district will not recognize and apply the course or subject toward graduation requirements or subject mastery.

DISTRIBUTION OF PUBLISHED MATERIALS OR DOCUMENTS

School Materials

Publications prepared by and for the school may be posted or distributed, with the prior approval of the principal, sponsor, or teacher. Such items may include school posters, brochures, flyers, etc. The school newspaper, Pawprints, and the yearbook are available to students. All school publications are under the supervision of a teacher, sponsor, and the principal. [See **Directory Information for School-Sponsored Purposes** on page 12.]

Non-school Materials...from students

Students must obtain prior approval from the principal before posting, circulating, or distributing more than ten copies of written materials, handbills, photographs, pictures, petitions, films, tapes, posters, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any non-school material must include the name of the sponsoring person or organization. The decision regarding approval will be made within two school days. The principal has designated the counselor’s office as the location for approved non-school materials to be placed

for voluntary viewing by students. [See policies at FNAA.]

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

Non-school Materials...from others

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

Prior review will not be required for:

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

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

DRESS AND GROOMING

The district's dress code is established to teach grooming and hygiene, prevent disruption, and minimize safety hazards. To help maintain an appropriate educational atmosphere at school, students must present a personal appearance that reflects the educational purpose for which school exists. This purpose includes preparing students for employment, teaching the importance of rules and discipline, providing a safe environment, and minimizing disruptions during school. The school district recognizes that differences of opinion may exist as to dress and grooming issues and that the educators charged with enforcing these rules will be given reasonable discretion in enforcing these rules. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the following:

All Students

- A dress code check will take place during the beginning of every class. Students in violation will be sent to the Principal or other Administrator.

- To avoid substantial disruption of the education process, apparel that contains inflammatory writing or graphics such as nudity, violence, satanic or obscene language will not be permitted. Students will not be permitted to wear clothing that suggests an affiliation or identification with groups that advocate unlawful activities including violence, drug, satanic, alcohol, or tobacco use.
- Apparel that advertises or depicts drug, alcohol or tobacco products is not permitted.
- Students may not wear clothing, which is modified to or displays writing or pictures that suggest or depict sexual activity.
- No hats or caps are to be worn in the academic buildings of the school. When appropriate, caps may be worn but only with the bill of the cap to the front. Hats and caps will be confiscated and not returned until the end of the school year if worn inappropriate or inside the academic buildings unless worn for medical purposes.
- Hairstyles or colors of a bizarre, disruptive or offensive nature are prohibited.
- Designs cut in hair, braids or feathers braided into hair are prohibited.
- Shirts may be worn untucked as long as the shirt is squared-off at the bottom and no part of shirt extends past the fingertips when arms are extended down the sides of the body.
- Shirts may not be worn if any of the student's midriff shows when the student's arms are raised above the head.
- No shorts may be worn during the school day other than during band or athletic periods.
- Pants/jeans may not be baggy or saggy or exceed four (4) inches of excess fabric at the thigh; this rule to be interpreted at the principal's discretion.
- All students must wear shoes, flip flops are not allowed.
- Students may not wear cut-off pants or swim suits.
- Students may not wear ragged apparel or clothing. Clothing worn that has unnecessary holes or cuts into the garment are not permissible including those worn with an undergarment beneath them.
- All pants, jeans, and skirts must be worn at the waistline.
- Students may not wear sun glasses or colored glasses that obscure the eyes and interfere with the ability to make eye-to-eye contact. They are permitted only as a medical requirement verified by a medical provider's written statement.
- Students are not allowed to wear see-through clothing.
- Tank tops and muscle shirts are not allowed. Undershirts are permitted only if covered by another non-underwear type shirt. Vests may be worn over sleeved shirts.
- Students are not allowed to wear tightly fitting tops or tops that expose the student's midriff or that have a low cut front, side or back.
- Form fitting shirts, blouses, pants and tights of any materials are not acceptable.
- Oversized jackets and long coats must be taken off upon arrival at school. This rule to be interpreted at the Principal's discretion.
- Grooming paraphernalia will be confiscated for six weeks if used in the classroom.
- Students in violation of the dress code will be given temporary appropriate attire from the office.
- Tattoos that show must be covered at all times during the school day or school function.

Female Students

- Earrings are permitted, but jewelry may not be worn in any pierced area of the body except the ear.
- Skirts, skorts and dresses may be worn no shorter than three inches above the knee cap. A

3x5 inch note card will be used to measure. Measurement will be done by a district employee of the same gender as the student.

- Capris or Capri style pants are permissible if the length is below the knees.
- Sleeveless blouses/dresses must be a minimum of three inches wide at the shoulder. No tank tops or spaghetti straps are permitted.

Male Students

- Sleeveless and/or mesh athletic-type jerseys must have a tee shirt worn underneath.
- Shirts must be buttoned.
- Loose fitting pants will be pulled to the waist and belted.
- Hair must be groomed and clean.
- Highlighting of boys' hair is prohibited.
- Cutting more than one part into the hair must result in the layer lengths having a difference of no more than two inches.
- Hair must be cut as not to touch the eyebrows in front or extend beyond the top of the collar of a standard shirt in back. Additionally boys' hair may not exceed the top of the ear. Hair may not be pinned, curled, or gelled up to avoid this rule.
- Sideburns may not be below the earlobe.
- Faces will be clean shaven. Students will serve 30 minutes detention for second and subsequent infractions. Detention will be served after school with the principal.
- Boys are prohibited from wearing ponytails, rattails, or mohawks.
- Facial and body ornaments/piercing of any type are prohibited. Item(s) will be confiscated for six weeks.

Special dress requirements may be imposed for activities that require a uniform dress pattern. These activities include athletics, band and other musical groups and/or special teams. Where dress and attire are deemed a factor in safety and accident prevention, such as shop classes, labs and activity classes, additional requirements may be imposed by the teacher or director of such activities. Aside from these situations, groups and/or teams, this dress code will be in effect for all school and school related activities. It should be kept in mind that it is impossible to write a dress code policy that is inclusive of every type of situation that might arise. It is the discretion of the LPHS Administration to interpret situations that are not specifically covered in the dress code policy and to make decisions as to whether or not an infraction has occurred. If the principal determines that a student's grooming or clothing violates the school's dress code, the student will be given an opportunity to correct the problem at school. If not corrected, the student will be assigned to in-school suspension for the remainder of the day, until the problem is corrected, or until a parent or designee brings an acceptable change of clothing to the school. Repeated offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES

Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones

For safety purposes, the district permits students to possess personal mobile telephones (not on their person); however, these devices must remain turned off during the instructional day, including during all testing, unless they are being used for approved instructional purposes. A student must have approval to possess other telecommunications devices such as netbooks, laptops, tablets, or other portable computers.

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

If a student uses a telecommunications device without authorization during the school day, the device will be confiscated. The parent may pick up the confiscated telecommunications device from the principal's office for a fee of \$15. Confiscated telecommunications devices that are not retrieved by the student or the student's parents will be disposed of after the notice required by law. [See policy FNCE.]

In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel. [See **Searches** on page 65 and policy FNF.] Any disciplinary action will be in accordance with the Student Code of Conduct. The district will not be responsible for damaged, lost, or stolen telecommunications devices. **Possession and Use of Other Personal Electronic Devices**

Except as described below, students are not permitted to possess or use personal electronic devices such as MP3 players, video or audio recorders, DVD players, cameras, games, e-readers, or other electronic devices at school, unless prior permission has been obtained. Without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items. In limited circumstances and in accordance with law, a student's personal electronic device may be searched by authorized personnel. [See **Searches** on page 65 and policy FNF.]

Any disciplinary action will be in accordance with the Student Code of Conduct. The district will not be responsible for any damaged, lost, or stolen electronic device.

Instructional Use of Personal Telecommunications and Other Electronic Devices

In some cases, students may find it beneficial or might be encouraged to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must obtain prior approval before using personal telecommunications or other personal electronic devices for instructional use. Students must also sign a user agreement that contains applicable rules for use (separate from this handbook).

When students are not using the devices for approved instructional purposes, all devices must be turned off during the instructional day. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Acceptable Use of District Technology Resources

To prepare students for an increasingly technological society, the district has made an investment in the use of district-owned technology resources for instructional purposes; specific resources may be issued individually to students. Use of these technological resources, which include the district's network systems and use of district equipment, is restricted for approved purposes only. Students and parents will be asked to sign a user agreement (separate from this handbook) regarding use of these district resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Unacceptable and Inappropriate Use of Technology Resources

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

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented,

lewd, or otherwise illegal images or other content, commonly referred to as “sexting,” will be disciplined according to the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement. Because engaging in this type of behavior can lead to bullying or harassment, as well as possibly impede future endeavors of a student, we encourage you to review with your child <http://beforeyoutext.com>, a state-developed program that addresses the consequences of engaging in inappropriate behavior using technology.

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

END-OF-COURSE (EOC) ASSESSMENTS

See **Course Credit** on page 25, **Grading Guidelines** on page 42, **Graduation** on page 44, and **Standardized Testing** on page 66. ***EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS***

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

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

The following requirements apply to all extracurricular activities:

- A student who receives at the end of a grading period a grade below 70 in any academic class—other than an Advanced Placement or International Baccalaureate course; or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or language other than English—may not participate in extracurricular activities for at least three school weeks.
- A student with disabilities who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse.
- A student is allowed in a school year up to ten absences not related to post-district competition, and is allowed unlimited number of extracurricular absences for post-district competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will receive an unexcused absence.
- A student absence from school on the day of contest, will not be allowed to participate in the contest.
- A student may not miss a core class to participate in an extra-curricular activity if their grade is below a 70.

Grade Check Schedule

Grades on the student's progress report and report cards shall be checked as follows:

1st Six Weeks

- Sept. 9, 2016 – End of the 3 week Grading period
- Sept.12, 2016 – Principal grade check (core classes)
- Sept. 23, 2016 – End of the 6 Week Grading Period
- Sept. 26, 2016 – Principal grade check (core classes)
- Sept. 30, 2016 – UIL (eligibility lost)

2nd Six Weeks

- Oct. 14, 2016 – End of the 3 week Grading Period
- Oct. 17, 2016 – Principal grade check (core classes)
- Oct. 21, 2016 – UIL (eligibility gained)
- Oct. 28, 2016 – End of the 6 week Grading period
- Oct. 31, 2016 – Principal grade check (core classes)
- Nov. 4, 2016 – UIL (eligibility gained/lost)

3rd Six Weeks

- Nov. 18, 2016 – End of the 3 Week Grading Period
- Nov. 18-Nov. 27 Thanksgiving Holiday (All Students are Eligible)
- Nov. 28, 2016 – Principal grade check (core classes)
- Dec. 2, 2016 - UIL (eligibility gained)
- Dec. 16, 2016 – End of the 6 Week Grading Period
- Dec. 16-Jan. 3 – Christmas Break (All Students are Eligible)
- Jan. 2 , 2017 - Principal grade check (cores)
- Jan. 11, 2017 - UIL (eligibility gained/lost)

4th Six Weeks

Jan. 27, 2017 – End of the 3 Week Grading Period

Jan. 30, 2017 – Principal grade check (core classes)

Feb. 3, 2017 – UIL (eligibility gained)

Feb. 17, 2017- End of the 6 Week Grading Period

Feb. 21, 2017 – Principal grade check (core classes)

Feb. 24, 2017 – UIL (eligibility gained/lost)

5th Six Weeks

Mar. 10, 2017 – End of the 3 Week Grading Period

Mar. 10-Mar.19 Spring Break (All Students are Eligible)

Mar. 20, 2017 – Principal grade check (core classes)

Mar. 24, 2017 – UIL (eligibility gained)

April 7, 2017 - End of the 6 Week Grading Period

April 10, 2017- Principal grade check (core classes)

April 14, 2017- UIL (eligibility gained/lost)

6th Six Weeks

April 28, 2017- End of the 3 Week Grading Period

May 1, 2017 – Principal grade check (core classes)

May 5, 2017- UIL (eligibility gained)

May 26, 2017 – End of the 6 Week Grading Period

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 local policy will apply in addition to any consequences specified by the organization’s standards of behavior. [For further information, see policies at FM and FO. For student-organized, student-led groups, see **Meetings of Non-curriculum Related Groups** on page 65.]

Offices and Elections

Student organizations are available giving all students an opportunity to participate. Their purpose is to develop social life and citizenship and aid the student in developing a more active life. Student organizations will meet before or after school, as decided by the sponsor and/or membership, but under no circumstances will a student organization meet without the presence of the sponsor. Books for recording minutes of class meetings will be furnished by the school. Class sponsors will be custodians of the class minutes. Certain clubs, organizations, and performing groups will hold elections for student officers. These groups include: Student Council, National Honor Society, Class Organizations, Future Farmers of America (FFA), Technology Students Association (TSA), and Spanish Club

- Student Council / Procedures and Guidelines (StuCo)
 - La Pryor ISD strives to develop leadership abilities in students, promote democracy as a way of life, and establish and uphold high standards for local councils. A student council is defined as “a group of elected and volunteer students working together with an adult advisor, within the framework of a constitution, to provide a means for student expression and assistance in school affairs and activities and give opportunities for student experience in leadership while encouraging school activities that promote citizenship, scholarship, leadership, human relations and cultural values.” Each middle school and high school program must have the following components in place to insure consistency, maintain program standards, and create equal opportunity for all students:
 - A sponsor/advisor, selected by the Principal, who is committed to youth leadership development, promotion of citizenship and the ability to devote the necessary time and energy to ensure the success of the council.
 - Each campus will elect the following student body officers (executive officers) by a school-wide vote: President, Vice-President, Secretary, Treasurer, Parliamentarian, and Reporter/Historian. Students running for the office of President must have served successfully on the council the preceding year.
 - Student’s names will appear on the ballot upon successfully completing the application packet.
 - Each campus will also elect 3 class representatives. Student’s names will appear in the ballot upon successfully completing and returning the candidate application packet. The sponsor and campus Principals will determine class officer elections.
 - Each student that turns in a completed application/candidate packet will be placed on the ballot in alphabetical order. Students will be elected that have the most votes. A run off will only take place if there is an exact tie. Only one student may hold an

- executive office position for each office.
 - All LPISD candidates must sign and have a parent sign the Code of Conduct Form before the student's name is placed on the ballot.
 - Teacher recommendations may be part of the candidate packet but cannot be used in a "scoring, screening" process. Election will be completed in one day with results posted the following school day.
 - The Student Council sponsor and campus Principal will decide on the election timeline and campaign. Campus may require candidate to obtain 25 signatures by classmates that endorse their candidacy.
 - All students must have access to the candidate packet. Packets should be made available during all lunches as well as before/after school in a "common" area (not a teacher classroom).
 - To simulate "real life" voting, students may vote during all lunches as well as in the morning in a "common" area. All voting must occur in one day. Results must be posted the following school day. If a campus runs for a TASC office, the sponsor will decide the student who will represent the school in that capacity.
 - National Honor Society (NHS)
 - Only students enrolled in Grades 11 and 12 will be eligible for consideration. The student's leadership, character and service will also be considered.
 - Membership will be selected from qualifiers by the Faculty Council.
 - Members must maintain a 90.0 grade average and be pursuing a distinguished or recommended diploma. One semester probation on grades will be granted to any student.
 - A student who is formally removed may not be readmitted. Induction ceremony will take place during the first nine weeks of the school year.
 - NHS will elect a president, vice president, secretary and treasurer. These officers conduct class meetings following parliamentary procedure. The president is the presiding officer and the vice president takes his place in case of the president's absence. The class secretary keeps a record of each meeting. The treasurer is responsible for financial records.
 - Class Organizations
 - Each class has a president, vice president, secretary and treasurer. These officers conduct class meetings following parliamentary procedure.
 - The president is the presiding officer and the vice president takes his place in case of the president's absence.
 - The class secretary keeps a record of each meeting.
 - The treasurer is responsible for financial records.
 - In order to be elected as a class officer, candidates must be passing all subjects at the time of the election.
 - Future Farmers of America (FFA)
 - Members of FFA must be currently enrolled in Vocational Agriculture and Technology class.
-

- FFA will elect a president, vice president, secretary, treasurer, reporter, sentinel, and advisor.
These officers conduct class meetings following parliamentary procedure. The president is the presiding officer and the vice president takes his place in case of the president's absence. The class secretary keeps a record of each meeting. The treasurer is responsible for financial records. The reporter reports all FFA news to the public, the sentinel assist the president in maintaining order and the advisor informs prospecting students and parents about FFA. In order to be elected as a class officer, candidates must be passing all subjects at the time of the election .
- Technology Students Association (TSA)
 - Members of TSA must be currently enrolled or having completed satisfactorily a state approved technology education course will elect a president, vice president, secretary, treasurer, reporter, and sergeant-at-arms. These officers conduct class meetings following parliamentary procedure. The president is the presiding officer and the vice president takes his place in case of the president's absence. The class secretary keeps a record of each meeting. The treasurer is responsible for financial records. The reporter reports all TSA news to the public and the sergeant-at-arms assists the president during the meeting. In order to be elected as an officer, candidates must be passing all subjects at the time of the election.
- Spanish Club
 - The club will have a president, vice president, secretary and treasurer. These officers conduct class meetings following parliamentary procedure. The president is the presiding officer and the vice president takes his place in case of the president's absence. The class secretary keeps a record of each meeting. The treasurer is responsible for financial records. In order to be elected as a club officer, candidates must be passing all subjects at the time of the election.
- Class and Extracurricular Offices and Election Guidelines
 - It is recommended that any student who wishes to run for office, participate in athletics, UIL events, or participate in any other extracurricular activities must be passing all subjects at the time of try-outs or selections. The student must also maintain passing grades in all classes. This applies to the preceding semester as well as the present. Each must remain eligible according to UIL eligibility rules during his/her one-year school term of office. Upon ineligibility, an officer will be appointed by a committee of teachers and administrators.

Students who are elected to offices and positions of leadership at La Pryor High School are expected to be outstanding in leadership, character, and service. School leaders must obey all school rules and regulations and must exhibit high standards of character and leadership at all times. All elections in situations referenced above will be conducted under the following guidelines:

- The election will have prior approval of the campus principal.
- Ballots will be numbered consecutively. ,
- No more ballots will be printed than the number of possible participants. .

- To simulate “real life” voting, students may vote during all lunches as well as in the morning in a “common” area.
- All voting must occur in one day.
- Officers are elected by a majority vote.
- Ballots will be counted by the principal or designee in the presence of at least one district employee.
- Results must be posted the following school day. .
- Ballots will be retained in a secure place until the end of the semester and then destroyed.
- Sponsors who have children involved in a student election will ask the principal to designate another employee to conduct the election.

FEES

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

- Costs for materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student accident insurance.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses, if offered.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- A reasonable fee for providing transportation to a student who lives within two miles of the school. [See **Buses and Other School Vehicles** on page 70.]
- A fee not to exceed \$50 for costs of providing an educational program outside of regular school hours for a student who has lost credit because of absences and whose parent chooses the program in order for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a course taken through the Texas Virtual School Network (TxVSN).
- **Any fees or obligations not cleared prior to any major club/organization event can/will deter student from participating in the extracurricular activity and/or the graduation ceremony until it is paid in full.**

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 Administration Office. [For further information, see policies at FP.]

FUND-RAISING

Student groups or classes and/or parent groups may be permitted to conduct fund-raising drives for approved school purposes. An application for permission must be made to the principal and final approval from the superintendent at least 10 days before the event. [For further information, see policies at FJ and GE.]

GANG-FREE ZONES

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

GENDER-BASED HARASSMENT

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 27.]

GRADE CLASSIFICATION

After the ninth grade, students are classified according to the number of credits earned toward graduation.

- Sophomore (Grade 10) – 5 credits
- Juniors (Grade 11) – 10 credits
- Seniors (Grade 12) – 15 credits

GRADING GUIDELINES

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

- Grading Policy
 - Communication between a child's school and the home is essential so that the school and home may work together to provide the best instructional environment.
 - Regular reports of academic status and scheduled parent/teacher conferences serve this purpose.
 - Six week grades shall reflect the minimum of 10 daily grades per six weeks and 2 major grades per six weeks.

- Daily grades are defined as guided and/or independent practice in class and may or may not, include independent practice done at home.
- Major grades are defined as six weeks tests, unit tests, special projects, book reports, oral reports, etc.
- Six week tests are to be given at the option of the teacher. If given, the grade will be considered as a major grade.
- Re-testing is done at the option of the teacher. If allowed, all students may choose to retest and average the two grades.
- Re-testing should be done within two weeks after the return of the first graded papers.
- At the Secondary Level the average of daily work shall count 50% and the average of major grades shall count 50% when calculating the six weeks grade. An example would be:

Daily average of 92 x 50% = 46.0

Test average of 84 x 50% = 42.0

Nine Weeks grade = 88 (46 + 42)

Grade on the report card = 88

In the Secondary Level, the semester grade will be determined by counting the semester test 20% and the three six week averages 80%..

- Academic Load
 - Full time students shall take a full course load each year. Schedules are expected to maintain a balance between academic and activity courses; generally, this will include units in English, Mathematics, Science, Foreign Language, Social Studies, and Career and Technology subjects.
- Semester Exam Exemptions
 - Student will be able to exempt classes in which they have a 95 or above average and no more than 4 absences. They will also be able to exempt classes in which they have a 92 average with no more than 3 absences. For exemption purposes, any absence excused or unexcused is counted towards exemption. Medical excuses are not counted towards exemptions as long as the student submits the medical excuse to the office the following school day. If a student has more than 5 tardies in their combined classes, they would lose all exemption privileges. Students would be limited to the following number of exemptions.
 - Seniors – up to 8 exemptions per semester
 - Juniors – up to 6 exemptions per semester
 - Sophomores – up to 4 exemptions per semester

Exam exemptions provided to all students who master all sections of the TAKS/EOC exam.

All classes taught at La Pryor High School will be eligible for exemption. Students may waive their exemption in any class if they want to take the exam.

All semester exams must be completed before the end of the semester. If a student is going to miss a semester exam, arrangements must be made with the teacher to complete the exam prior to the semester ending. Only in cases of dire emergencies will an exception be made for a student to complete their semester exams after the required date.

- Grading Scale
 - The grades at La Pryor High School and La Pryor Elementary School are numerical. The grade of 100 is the maximum grade and 70 is the minimum passing grade.

100-90	=	The equivalent of A
89-80	=	The equivalent of B
79-70	=	The equivalent of C
Below 70	=	The equivalent of F
- Grade Point System
 - Effective for school year 2005–06 and thereafter, the following courses shall carry a weight of greater than 4.0: Depending on the semester grade earned.
 1. College classes transferable to a 4 year institution – 6.0
 2. Calculus - 6.0
 3. Pre-Calculus - 5.0
 4. Spanish IV - 5.0
 5. Technology classes beyond BCIS I -5.0

Also see **Report Cards/Progress Reports and Conferences** on page 62 for additional information on grading guidelines. See **Graduation** below, **Course Credit** on page 25, and **Standardized Testing** on page 66 for additional information regarding EOC assessments.

GRADUATION

Requirements for a Diploma for a Student Enrolled in High School Prior to the 2014–15 School Year

To receive a high school diploma from the district, a student who was enrolled in high school prior to the 2015-2016 school year must successfully:

Complete the required number of credits established by the state and any additional credits required by the district;

Complete any locally required courses in addition to the courses mandated by the state; and

Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law.

Also see **Standardized Testing** on page 66 for more information.

Requirements for a Diploma Beginning with the 2014–15 School Year

Beginning with students who enter grade 9 in the 2014-15 school year, as well as any currently enrolled high school student who decides to graduate under the new foundation graduation program, a student must meet the following requirements to receive a high school diploma from the district:

- Complete the required number of credits established by the state and any additional credits required by the district;
- Complete any locally required courses in addition to the courses mandated by the state;
- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law; and
- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education.

Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on the following EOC assessments: English I, English II, Algebra I, Biology, and United States History. A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments. State law and state rules also provide for certain scores on norm-referenced national standardized assessments to substitute for the requirement to meet satisfactory performance on an applicable EOC assessment should a student choose this option. See the school counselor for more information on the state testing requirements for graduation.

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

Also see **Standardized Testing** on page 66 for more information.

Minimum, Recommended, and Advanced/Distinguished Achievement Graduation Programs

For students who were enrolled in high school prior to the 2014–15 school year, the district offers the graduation programs listed in this section. Students enrolled in high school prior to the 2014–15 school year also have the option to pursue the foundation graduation program as described below. Note that permission to enroll in the Minimum Program as described in this section will be granted only if a written agreement is reached among the student, the student’s parent or person standing in parental relation, and the school counselor or appropriate administrator. In order for a student to take courses under the Minimum Program, the student must be at least 16 years of age; have completed at least two credits each in English language arts, math, science, and social studies courses that are required for graduation; or have failed grade 9 one or more times. [See policy EIF(LEGAL).]

All students who were enrolled in high school prior to the 2014–15 school year must meet the following credit and course requirements for graduation under the programs listed or may choose to pursue the foundation graduation program as described on page 47:

Courses	Number of credits Minimum Program	Number of credits Recommended Program	Number of credits Advanced/ Distinguished Achievement Program
English/Language Arts	4	4	4
Mathematics	3	4	4
Science	2	4	4
Social Studies, including Economics	4	4	4
Physical Education*	1	1	1
Speech	.5	.5	.5
Language other than English	2	2	3
Fine Arts	1	1	1
Locally required courses	1 credit in Tech. Appl. 1 credit in Health	1 credit in Tech. Appl. 1 credit in Health	1 credit in Tech. Appl. 1 credit in Health
Electives**	2.5	3.5	2.5
Miscellaneous			1 credit in Pre Cal Completion of 4 Advanced Measures***
TOTAL	22 credits	26 credits	26 credits

* A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, or social studies for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.

** State rules prohibit a student from combining a half-credit of a course for which there is an EOC assessment with another half-credit of an elective credit course to satisfy an elective credit requirement. However, the district will allow a student to satisfy a graduation requirement for which there are multiple

options with one-half credit of one allowable option and one-half credit of another allowable option, if neither course has an EOC assessment.

Beginning with the incoming 9th graders of 2012-2013, all students will be required to volunteer a minimum of 25 hours of community service by their senior year. These hours must be turned in by April 1st every year for review by the La Pryor Community Service Board.

No compensation may be received for community service and a maximum of 8 volunteer hours per day will be accepted. Non-profit agencies are recommended for earning hours. The La Pryor Community Service Board is operated by parents (2), community members (2), and a faculty liaison. The acceptance/denial of all community service hours will be determined by the committee.

*** A student graduating under the Advanced/Distinguished Achievement Program must also achieve a combination of four of the following advanced measures:

An original research project or other project that is related to the required curriculum. These projects must be judged by a panel of professionals or conducted under the direction of a mentor and reported to an appropriate audience. Please note that no more than two of the four advanced measures may be received from this option.

1. Test data where a student receives:
 - a. A score of three or above on an Advanced Placement (AP) exam;
 - b. A score of four or above on an International Baccalaureate (IB) exam; or
 - c. A score on the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) that qualifies the student for recognition as a commended scholar or higher by the College Board and National Merit Scholarship Corporation, as part of the National Hispanic Recognition Program (NHRP) of the College Board, or as part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation. The PSAT/NMSQT score will count as only one advanced measure regardless of the number of honors received by the student.
2. College academic courses, including those taken for dual credit, and advanced technical courses, including locally articulated courses, provided the student scores the equivalent of a 3.0 or higher.

Information regarding specific courses required or offered in each curriculum area, along with a description of advanced measures available to students in the Advanced/Distinguished Achievement Program from the options listed above, will be distributed to students each spring in order to enroll in courses for the upcoming school year.

Please be aware that not all courses are offered 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 counselor about a transfer or other alternatives. If the parents of at least 22 students request a transfer for those students to take a course in the required curriculum other than fine arts or CTE, the district will offer the course for the following year either by teleconference or at the school from which the transfers were requested.

Foundation Graduation Program

Every student in a Texas public school who enters grade 9 in the 2014–15 school year and thereafter will graduate under a new program called the “foundation graduation program.” Within the foundation graduation program are “endorsements,” which are paths of interest that include Science, Technology, Engineering, and Mathematics (STEM); Business and Industry; Public Services; Arts and Humanities; and Multidisciplinary Studies. Endorsements earned by a student will be noted on the student’s transcript and diploma. The foundation graduation program also involves the term “distinguished level of achievement,” which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits. A personal graduation plan will be completed for each high school student, as described on page 50.

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

Graduating under the foundation graduation program will also provide opportunities to earn “performance acknowledgments” that will be acknowledged on a student’s diploma and transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy; in a dual credit course; on an AP or IB exam; on the PSAT, ACT-Plan, SAT, or ACT exam, which are national exams; or for earning a nationally or internationally recognized license or certificate.

The criteria for earning these performance acknowledgments are prescribed by state rules, and the school counselor can provide more information about these acknowledgments.

A student enrolled in high school prior to the 2014–15 school year has the option of graduating under the foundation graduation program rather than the programs identified above that would otherwise be applicable to that student. See the school counselor for additional information.

The foundation graduation program requires completion of the following credits:

Course Area	Number of credits Foundation Graduation Program	Number of credits Foundation Graduation Program with an Endorsement
English/Language Arts	4	4
Mathematics	3	4*
Science	3	4
Social Studies, including Economics	3	3
Physical Education**	1	1
Language other than English***	2	2
Fine Arts	1	1
Locally required courses	1 credit in Speech 1 credit in Health	1 credit in Speech 1 credit in Health
Electives	3	5
Miscellaneous		Available Endorsements****: Science, Technology, Engineering, and Math Business and Industry Public Services Arts and Humanities Multidisciplinary
TOTAL	22 credits	26 credits

* In order to obtain the distinguished level of achievement under the foundation graduation program, which will be denoted on a student's transcript and diploma and is a requirement to be considered for automatic admission purposes to a Texas four-year college or university, a student must complete an endorsement and take Algebra II as one of the four mathematics credits.

** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.

*** Students are required to earn two credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits. In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

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

Personal Graduation Plans for Students Under The Foundation Graduation Program

A personal graduation plan will be developed for each high school student who is subject to the requirements of the foundation graduation program. The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement. Attainment of the distinguished level of achievement entitles a student to be considered for automatic admission to a public four year college or university in Texas, depending on his or her rank in class. The school will review personal graduation plan options with each student entering grade 9 and his or her parent. Before the end of grade 9, a student and his or her parent will be required to sign off on a personal graduation plan that includes a course of study that promotes college and workforce readiness and career placement and advancement, as well as facilitates the transition from secondary to postsecondary education. The student's personal graduation plan will denote an appropriate course sequence based on the student's choice of endorsement.

A student may, with parental permission, amend his or her personal graduation plan after the initial confirmation.

Available Course Options for all Graduation Programs

Information regarding specific courses required or offered in each curriculum area will be distributed to students each spring in order to enroll in courses for the upcoming school year.

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

Courses	Number of credits Minimum Program	Number of credits Recommended Program	Number of credits Advanced/ Distinguished Achievement Program
English/Language Arts	4	4	4
Mathematics	3	4	4
Science	2	4	4
Social Studies	4	4	4
Physical Education*	1	1	1
Speech	.5	.5	.5
Language other than English	2	2	3
Fine Arts	1	1	1
Health	1	1	1
Technology Apps.	1	1	1
Electives	2.5	3.5	2.5
Miscellaneous			<ul style="list-style-type: none"> ○ 1 credit in PreCal ○ Completion of 4 Advanced Measures**
TOTAL	22 credits	26 credits	26 credits

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

Upon the recommendation of the admission, review, and dismissal (ARD) committee, a student with a disability who receives special education services may be permitted to graduate under the provisions of his or her IEP.

A student who receives special education services and has completed four years of high school, but has not met the requirements of his or her IEP, may participate in graduation ceremonies and receive a certificate of attendance. Even if the student participates in graduation ceremonies to receive the certificate of attendance, he or she may remain enrolled to complete the IEP and earn his or her high school diploma; however, the student will only be allowed to participate in one graduation ceremony.

[See policy FMH(LEGAL).]

Please also be aware that if an ARD committee places a student with a disability on a modified curriculum in a subject area, the student will be automatically placed in the Minimum Program, in accordance with state rules.

If a student receiving special education services is scheduled to graduate under the Minimum Program or in accordance with the provisions of his or her IEP, the student's ARD committee will determine whether the general EOC assessment is an accurate measure of the student's achievement and progress and, if so, whether successful performance is required for graduation, or whether an alternative assessment is more appropriate. STAAR Modified and STAAR Alternate are the alternative assessments currently allowed by the state. [See **Standardized Testing** for additional information.] If a student takes a STAAR Modified or STAAR Alternate EOC assessment, the score on the EOC assessment will not be used as 15 percent of the final course grade and is not required to be used toward the student's cumulative score for graduation.

Graduation Activities

Students shall meet all state and local graduation requirements, including all applicable exit-level testing, to be eligible to participate in commencement activities and ceremonies. [See EI, EIF]

Graduation activities will include:

- Required attendance at rehearsals and commencement.
- At commencement exercises, graduating students are expected to dress and act appropriately for a dignified ceremony. No shorts, flip flop sandals, tee shirts, etc. will be permitted. For males, a collared shirt and dark pants must be worn under the commencement robe. For females, dresses or skirts should be worn. In addition, the normal La Pryor High School dress code will be followed.

Graduation Speakers

Graduating students will be given an opportunity to provide opening and closing remarks during the graduation ceremony. **All speeches will be approved by Principal one week prior to graduation and the students will not be allowed to deviate from the graduation script.** Only those students who are ranked in the top five positions will be eligible to give these remarks; however, if the student was assigned to disciplinary placement at any time during the spring semester, he or she will not be eligible to speak at graduation.

Students eligible to give the opening and closing remarks will be notified by the principal and given an opportunity to volunteer. In the event there are more eligible students volunteering than there are speaking roles at the graduation ceremony, the names of all eligible students who volunteered shall be randomly drawn. The student whose name is drawn first will give the opening remarks and the student whose name is drawn second will give the closing remarks. In addition to the opening and closing remarks, the valedictorian and salutatorian may also have speaking roles at the graduation ceremony. [For student speakers at other school events, see **Student Speakers** on page 63.], [See FNA (LOCAL).]

Graduation Expenses

Because students and parents will incur expenses in order to participate in the traditions of graduation—such as the purchase of invitations, senior ring, cap and gown, and senior picture—both the student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year. [See **Student Fees** on page 39.]

State Scholarships and Grants

- Students who have a financial need according to federal criteria and who complete the Recommended Program or Advanced/Distinguished Achievement Program may be eligible under the T.E.X.A.S. Grant Program for tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions. Contact the counselor for information about other scholarships and grants available to students.

HARASSMENT

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 27.]

HAZING

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

Hazing will not be tolerated by the district. If an incident of hazing occurs, disciplinary consequences will be handled in accordance with the Student Code of Conduct. It is a criminal offense if a person engages in hazing; solicits, encourages, directs, aids, or attempts to aid another in hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to report this to the principal or superintendent. [Also see **Bullying** on page 17 and policies FFI and FNCC.]

HEALTH-RELATED MATTERS

Bacterial Meningitis

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

- What is meningitis?
 - Meningitis is an inflammation of the covering of the brain and spinal cord. It can be caused by viruses, parasites, fungi, and bacteria. Viral meningitis is most common and the least serious. Bacterial meningitis is the most common form of serious bacterial infection with the potential for serious, long-term complications. It is an uncommon disease, but requires urgent treatment with antibiotics to prevent permanent damage or death.
- What are the symptoms?
 - Someone with meningitis will become very ill. The illness may develop over one or two days, but it can also rapidly progress in a matter of hours. Not everyone with meningitis will have the same symptoms.
 - Children (over 1 year old) and adults with meningitis may have a severe headache, high temperature, vomiting, sensitivity to bright lights, neck stiffness or joint pains, and

drowsiness or confusion. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body.

- The diagnosis of bacterial meningitis is based on a combination of symptoms and laboratory results.
- How serious is bacterial meningitis?
If it is diagnosed early and treated promptly, the majority of people make a complete recovery.

In some cases it can be fatal or a person may be left with a permanent disability.

- How is bacterial meningitis spread?
 - Fortunately, none of the bacteria 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. The germs live naturally in the back of our noses and throats, but they do not live for long outside the body. They are spread when people exchange saliva (such as by kissing, sharing drinking containers, utensils, or cigarettes).
 - The germ does not cause meningitis in most people. Instead, most people become carriers of the germ for days, weeks, or even months. The bacteria rarely overcome the body's immune system and cause meningitis or another serious illness.
- How can bacterial meningitis be prevented?
 - Do not share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss.
 - While there are vaccines for some other strains of bacterial meningitis, they are used only in special circumstances. These include when there is a disease outbreak in a community or for people traveling to a country where there is a high risk of getting the disease. Also, a vaccine is recommended by some groups for college students, particularly freshmen living in dorms or residence halls. The vaccine is safe and effective (85–90 percent). It can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within seven to ten days after the vaccine is given and lasts for up to five years.*
- What should you do if you think you or a friend might have bacterial meningitis?
 - You should seek prompt medical attention.
- Where can you get more information?
 - Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Department of State Health Services office to ask about a meningococcal vaccine. Additional information may also be found at the Web sites for the Centers for Disease Control and Prevention, <http://www.cdc.gov>, and the Department of State Health Services, <http://www.dshs.state.tx.us>.
 - Please note that, although the state literature required to be distributed by school districts has not yet been revised, entering college students must now show, with limited exception, evidence of receiving a bacterial meningitis vaccination prior to taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus. [Also refer to **Immunizations**, below, for more information.]

Food Allergies

The district requests to be notified when a student has been diagnosed with a food allergy, especially

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

Physical Activity for Students in Elementary and Middle School

In accordance with policies at EHAB, EHAC, EHBG, and FFA, the district will ensure that students in full-day prekindergarten through grade 5 engage in moderate or vigorous physical activity for at least 30 minutes per day or 135 minutes per week. Students in middle or junior high school will engage in at least 225 minutes of moderate or vigorous physical activity within each two-week period for at least four semesters].

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

School Health Advisory Council (SHAC)

During the preceding school year, the district's School Health Advisory Council held four meetings. Additional information regarding the district's School Health Advisory Council is available from the nurse. [See also policies at BDF and EHAA.] The duties of the SHAC range from recommending curriculum to developing strategies for integrating curriculum into a coordinated school health program encompassing school health services, counseling services, a safe and healthy school environment, recess recommendations, and employee wellness. See policies at BDF and EHAA. [See **Removing a Student from Human Sexuality Instruction** on page 7 for additional information.]

Other Health-Related Matters

Physical Fitness Assessment

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

Vending Machines

The district has adopted policies and implemented procedures to comply with state and federal food service guidelines for restricting student access to vending machines. For more information regarding these policies and guidelines see the superintendent or principal. [See policies at CO and FFA.]

Tobacco Prohibited

The district and its staff strictly enforce prohibitions against the use of tobacco products by students and others on school property and at school-sponsored and school-related activities. [See the Student Code of Conduct and policies at FNCD and GKA.]

Asbestos Management Plan

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's Asbestos Management Plan is available in the superintendent's office. If you have any questions or would like to examine the district's plan in

more detail, please contact John Gaitan, the district's designated asbestos coordinator, at (830) 365-4000.

Pest Management Plan

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

All pesticides used are registered for their intended use by the United States Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who have further questions or who want to be notified prior to pesticide application inside their child's school assignment area may contact John Gaitan, the district's IPM coordinator, at 830-365-4000.

HOMELESS STUDENTS

For more information on services for homeless students, contact the district's Liaison for Homeless Children and Youths, Reyna Gallegos, at (830) 365-4000.

HOMEWORK

Because education is a lifelong process which extends beyond the school, it is important that students recognize that learning occurs in the home and community. Homework is one means of teaching the necessary skills of independent study and learning outside the school. A broad definition of homework is considered here to include not only written work, but also related activities such as viewing specific television programs, news reporting, recreational reading, and other activities which are related to classroom work, but which are assigned to be done at home.

Students are to follow the teacher's classroom homework policy and assignments are to be turned in on the due date requested by the teacher unless arrangements have been made with the teacher. Students choosing not to submit required assignment(s) on the due date will be assigned to Saturday ISS. The assignment will be completed in a satisfactory manner during Saturday ISS and the student will receive a 50 for the assignment.

IMMUNIZATION

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized. For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (TDSHS), Immunization Branch, can be honored by the district. This form may be obtained by writing the TDSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at <https://webds.dshs.state.tx.us/immco/affidavit.shtm>. The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are: diphtheria, rubeola (measles), rubella (German measles), mumps,

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

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

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

LAW ENFORCEMENT AGENCIES

Questioning of Students

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

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

Students Taken Into Custody

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

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- By an authorized representative of Child Protective Services, Texas Department of Family and Protective Services, a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.
- To comply with a properly issued directive to take a student into custody.

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

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

Notification of Law Violations

The district is required by state law to notify:

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

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

LIMITED ENGLISH PROFICIENT STUDENTS

A student with limited English proficiency (LEP) is entitled to receive specialized services from the district. To determine whether the student qualifies for services, a Language Proficiency Assessment Committee (LPAC) will be formed, which will consist of both district personnel and at least one parent representative. The student's parent must consent to any services recommended by the LPAC for a LEP student.

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

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR-L, as mentioned at **Standardized Testing**, below, may be administered to a LEP student, or, for a student up to grade 5, a Spanish version of STAAR. In limited circumstances, a student's LPAC may waive certain graduation requirements related to the English I and II end-of-course (EOC) assessments. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to LEP students who qualify for services. If a student is considered LEP and receives special education services because of a qualifying disability, the student's ARD committee will make these decisions in conjunction with the LPAC.

MAKEUP WORK

Makeup Work Because of Absence

For any class missed, the teacher may assign the student makeup work based on the instructional

objectives for the subject or course and the needs of the individual student in mastering the essential knowledge and skills or in meeting subject or course requirements. A student will be responsible for obtaining and completing the make-up work in a satisfactory manner and within 3 school days upon returning back to school. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment. A student will be permitted to make up tests and to turn in projects due in any class missed because of absence. Teachers may assign a late penalty to any long-term project in accordance with time lines approved by the principal and previously communicated to students.

DAEP Makeup Work

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

In-school Suspension (ISS) Makeup Work

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

MEDICINE AT SCHOOL

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

Only authorized employees, in accordance with policies at FFAC, may administer:

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

In certain emergency situations, the district will maintain and administer to a student nonprescription medication, but only:

- In accordance with the guidelines developed with the district's medical advisor; and
- When the parent has previously provided written consent to emergency treatment on the district's form.
- A student with asthma or severe allergic reaction (anaphylaxis) may be permitted to possess and use prescribed asthma or anaphylaxis medication at school or school-related events only if he or she has written authorization from his or her parent and a physician or other licensed health-care provider. The student must also demonstrate to his or her physician or health-

care provider and to the school nurse the ability to use the prescribed medication, including any device required to administer the medication.

- If the student has been prescribed asthma or anaphylaxis medication for use during the school day, the student and parents should discuss this with the school nurse or principal.
- In accordance with a student's individual health plan for management of diabetes, a student with diabetes will be permitted to possess and use monitoring and treatment supplies and equipment while at school or at a school-related activity. See the school nurse or principal for information. [See policy FFAF (LEGAL).]

Psychotropic Drugs

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

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

NONDISCRIMINATION STATEMENT

In its efforts to promote nondiscrimination, La Pryor Independent School District does not discriminate on the basis of race, religion, color, national origin, gender, sex, or disability in providing education services, activities, and programs, including CTE programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Title II. of the Americans with Disability Act of 1990 (ADA), as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973, as amended. The following district staff members have been designated to coordinate compliance with these legal requirements:

- Title IX Coordinator, for concerns regarding discrimination on the basis of gender: Matthew McHazlett, Superintendent of Schools, (830) 365-4000.
- ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Matthew McHazlett, Superintendent of Schools, (830) 365-4000.
- All other concerns regarding discrimination: See the Superintendent, Matthew McHazlett (830) 365-4000.

NONTRADITIONAL ACADEMIC PROGRAMS

The Odysseyware credit recovery program will be available to any students in need of credit recovery upon approval of the campus principal. The program will be available throughout the day, Monday through Friday in the high school reading lab.

All work in the Odysseyware program must be completed at the end of the semester in order to receive credit for the class. Non-completion of the assigned class will receive a grade of 50 for the semester. Students attending the credit recovery program will adhere to the rules and regulations of

the program and the student handbook. [See **Requirements for a Diploma** on page 44.]

PHYSICAL EXAMINATIONS / HEALTH SCREENINGS

A student desiring to participate in the UIL athletic program shall submit annually a statement from a health care provider authorized under UIL rules indicating that the student has been examined and is physically able to participate in the athletic program. As soon as possible after admission and within a period set by rule, a student required to be screened shall undergo approved screening for vision, hearing disorders, type 2 diabetes, and abnormal spinal curvature and any other special senses and communication disorders specified by the Texas Department of State Health Services (TDSHS).

Except for students enrolled in kindergarten or first grade, the District shall exempt a student from screening if the student's parent or legal guardian submits proof that the student's vision and/or hearing has been screened within the prior reporting year. Proof of vision and hearing screening upon initial enrollment must be submitted to the District by the dates for screening upon enrollment. Proof for all other students must be submitted by May 31. The Superintendent shall ensure that each student admitted to the District complies with the screening requirements or submits an affidavit of exemption.

A student is exempt from screening if it conflicts with the tenets and practices of a recognized church or religious denomination of which the student is an adherent or a member. The minor student's parent, managing conservator, or guardian must submit an affidavit stating the objections to screening. This affidavit shall be submitted on or before the day of the screening procedure each year the screening is performed.

Each school shall submit to the Texas Department of Health an annual report on the screening status of the individuals in attendance during the reporting year and shall include in the report any other information required by the Board of Health.

PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE

Each school day, students will recite the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See **Excusing a Student from Reciting the Pledges to the U.S. and Texas Flags** on page 8.] One minute of silence will follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others. [See policy EC(LEGAL) for more information.]

PRAYER

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

PROMOTION AND RETENTION

A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level, the recommendation of the student's teacher, the

score received on any criterion-referenced or state-mandated assessment, and any other necessary academic information as determined by the district. To earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards. In grades 1–8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in three of the following areas: language arts, mathematics, science, and social studies. Grade-level advancement for students in grades 9–12 shall be earned by course credits.

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

- In order to be promoted to grade 6, students enrolled in grade 5 must perform satisfactorily on the mathematics and reading sections of the grade 5 assessment in English or Spanish.
- In order to be promoted to grade 9, students enrolled in grade 8 must perform satisfactorily on the mathematics and reading sections of the grade 8 assessment in English.

If a student in grade 5 or 8 is enrolled in a course that earns high school credit and for which an end-of-course (EOC) assessment will be administered or in a course intended for students above the student's current grade level in which the student will be administered a state mandated assessment, the student will not be subject to the promotion requirements described above for the relevant grade 5 or 8 assessment. However, the student's score on an EOC assessment will count for 15 percent of the final grade for the course in which the student is enrolled and will be used in determining whether the student meets the minimum cumulative score required for graduation.

If a student at any grade level 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 only be required to take an applicable state mandated assessment for the course in which he or she is enrolled. [See **Standardized Testing** on page 66.] Parents of a student in grades 3–8 who does not perform satisfactorily on his or her exams will be notified that their child will participate in special instructional programs designed to improve performance. The student may be required to participate in this instruction before or after normal school hours or outside of the normal school year.

A student in grade 5 or 8 will have two additional opportunities to take a failed assessment. If a student fails a second time, a grade placement committee, consisting of the principal or designee, the teacher, and the student's parent, will determine the additional special instruction the student will receive. After a third failed attempt, the student will be retained; however, the parent can appeal this decision to the committee. In order for the student to be promoted, based on standards previously established by the district, the decision of the committee must be unanimous and the student must complete additional special instruction before beginning the next grade level. Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. [See policies at EIE.] Certain students—some with disabilities and some with limited English proficiency—may be eligible for exemptions, accommodations, or deferred testing. For more information, see the principal, counselor, or special education director.

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

RELEASE OF STUDENTS FROM SCHOOL

Because class time is important, doctor's appointments should be scheduled, if possible, at times when the student will not miss instructional time. A student who will need to leave school during the day must bring a note from his or her parent that morning and follow the campus sign-out procedures before leaving the campus. Otherwise, a student will not be released from school at times other than at the end of the school day. Unless the principal or superintendent has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the instructional day. If a student becomes ill during the school day, the student should receive permission from the teacher before reporting to the school nurse. The nurse will decide whether or not the student should be sent home and will notify the student's parent.

REPORT CARDS / PROGRESS REPORTS AND CONFERENCES

Report cards with each student's grades or performance and absences in each class or subject are issued to parents at least once every nine weeks. During the fourth and seventh week of a nine-week grading period, parents will be given a written progress report of their child's performance in all courses taken during the semester. If the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be requested to schedule a conference with the teacher of that class or subject. [See **Working Together** on page for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the superintendent pursuant to the board-adopted policy and are designed to reflect each student's relative mastery of each assignment for the grading period, semester, or course. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. [See policy EIA(LOCAL) and **Grading Guidelines** on page 42.]

Questions about grade calculation should first be discussed with the teacher; if the question is not resolved, the student or parent may request a conference with the principal in accordance with FNG(LOCAL). The report card or unsatisfactory progress report will state whether tutorials are required for a student who receives a grade lower than 70 in a class or subject. Report cards and unsatisfactory progress reports must be signed by the parent and returned to the school within three days.

RETALIATION

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 27.]

SAFETY

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

A student should:

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

Accident Insurance

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

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

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

Drills: Evacuation, Severe Weather and Other Emergencies

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

Evacuation Drill Bells

- 3 bells leave the building
- 1 bell halt; stand at attention
- 2 bells return to the classroom

Severe Weather Drill Bells

- 1 continuous bell move quietly but quickly to the designated locations
- 2 bells return to the classroom

Multihazard Emergency Drill Bells

- 1 continuous bell move quietly but quickly to the designated bus locations

Emergency Medical Treatment and Information

If a student has a medical emergency at school or a school-related activity when the parent cannot be

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

Emergency School-Closing Information

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

SAT, ACT, AND OTHER STANDARDIZED TESTS

See **Standardized Testing** on page 61.

SCHOOL FACILITIES

Use by Students Before and After School

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place. The following areas are open to students before school, beginning at 7:30 a.m.

- cafeteria
- fieldhouse
- high school snack room

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

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

Conduct Before and After School

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

Use of Hallways During Class Time

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

Cafeteria Services

The district participates in Provision 2 within the National School Lunch Program (NSLP) and offers students nutritionally balanced meals daily. Free and reduced-price meals are available based on financial need. However, regardless of the children's free, reduced price or paid eligibility category, all children are served meals at no charge. Information about a student's participation is confidential. If you should have any questions see Maria Castillo, Food Service Director, at (830) 830-4005. The district follows the federal and state guidelines regarding foods of minimal nutritional value being served or sold on school premises during the school day. [For more information, see policy CO (LEGAL).]

Library

The library is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. The library has a varied collection of books as well as other materials. Opportunities for enjoyment and research are offered. In order that the library may be of use to a large number of students, there are a few rules and regulations that must be observed. Each student is requested to study and observe the following rules when using the library.

- The library will be open from 8:00 until 4:00 each school day
- A pass signed by a teacher is required for entrance into the library. The pass must state the reason for coming into the library. This pass should be left at the desk while the student is in the library.
- Students using the library should secure permission from the librarian to leave the library for any reason other than to return to their classes. To return to their classes, students should pick up their passes at the desk and have them signed by the librarian or assistant librarian.
- Students are urged to learn how to use the library tools and to find things for themselves. In case of difficulty, they should ask the librarian for help.
- Students will help to build a better library for themselves and for those who will follow by taking proper care of all books and materials issued to them.

Failure to comply with these rules will be dealt with by Administrative discretion.

Meetings of Non-curriculum-Related Groups

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

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

SEARCHES

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

Students' Desks and Lockers

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

Students are fully responsible for the security and contents of their assigned desks and lockers.

Students must be certain that their lockers are locked, and that the combinations are not available to others.

Searches of desks or lockers may be conducted at any time there is reasonable cause to believe that they contain articles or materials prohibited by policy, whether or not a student is present. The parent will be notified if any prohibited items are found in the student's desk or locker.

Telecommunications and other Electronic Devices

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

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

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

Vehicles on Campus

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

The La Pryor Independent School District does not condone the violation of transportation laws; therefore, all students that bring a vehicle on campus will be required to submit a copy of their driver's license to the office within the first 5 days of school and a parking permit will be issued.

Any student wanting to park on campus will be required to fill out the voluntary drug testing form. Students are required to park in the student parking lot in front of the high school. All students are to control the speed of their vehicle and to drive safely while on school grounds. Failure to do so, is a violation of the Student Code of Conduct, and may result in loss of temporary/permanent parking privileges. La Pryor Independent School District is not responsible for theft or damage to vehicles parked on school parking lots. [See also the Student Code of Conduct.]

Trained Dogs

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

Drug-Testing

The La Pryor Independent School District desires to be a positive force in the lives of the young

people of the La Pryor community, and Northern Zavala County. This responsibility goes beyond the classic understanding of an academic education and extends to management of behavior, development of life skills, and an understanding of the legal and health ramifications of the illegal use of drugs and alcohol. The Board of Trustees has approved in principle the implementation of a drug testing policy for the 2016-17 school year. All students involved in extra-curricular activities in grades 8 through 12 will be tested. Every student participating in extra-curricular activities will be required to fill out a voluntary drug testing form. Students who have not been or refuse to be tested will not be eligible to participate in extra-curricular activities. A baseline test will be performed on all students who want to participate in extra-curricular activities in the beginning of their 8th grade and 10th grade school year. Random drug testing will occur throughout the school year. As many as 15% could be randomly tested at any given time. [For further information, see policy FNF (LOCAL). Also see **Steroids** on page 63. See Page 5 of LPISD Extracurricular for Consequences regarding a positive result.]

SEXUAL HARASSMENT

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 27.]

SPECIAL PROGRAMS

The district provides special programs for gifted and talented students, homeless students, bilingual students, migrant students, students with limited English proficiency, dyslexic students, 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 Michelle Rodriguez at (830) 365-4000.

STANDARDIZED TESTING

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

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Students are encouraged to talk with the counselor early during their junior year to determine the appropriate exam to take; these exams are usually taken at the end of the junior year.

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3–8

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

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

Successful performance on the reading and math assessments in grades 5 and 8 is required by law,

unless the student is enrolled in a reading or math course intended for students above the student's current grade level, in order for the student to be promoted to the next grade level. See **Promotion and Retention** on page 55 for additional information.

STAAR Alternate, for students receiving special education services, will be available for eligible students, as determined by the student's ARD committee.

STAAR-L is a linguistically accommodated assessment that is available for certain limited English proficient (LEP) students, as determined by the student's Language Proficiency Assessment Committee (LPAC). A Spanish version of STAAR is also available to students through grade 5 who need this accommodation.

The 2011–2012 school year was the first year of implementation of the STAAR testing program. For students who took the STAAR assessments required for grades 3–8 in spring 2012, parents will be informed of their child's performance once the results of these assessments are received by the district, expected in January 2013.

End-of-Course (EOC) Assessments for Students in Grades 9–12

Beginning with ninth graders in the 2011–2012 school year and, as modified by House Bill 5, end-of-course (EOC) assessments are administered for the following courses:

Algebra I, English I and English II, Biology and United States History

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

STAAR Modified and STAAR Alternate, for students receiving special education services, will be available for eligible students, as determined by the student's ARD committee. These particular EOC assessments may have different testing windows than the general assessments, and the ARD committee will determine whether successful performance on the assessments will be required for graduation.

STAAR-L, which is a linguistically accommodated assessment, will be available for students who have been determined to be limited English proficient (LEP) and who require this type of testing accommodation. [Also see **Course Credit** on page 25, **Grading Guidelines** on page 42, and **Graduation** on page 44 for additional information.]

THEA (Texas Higher Education Assessment)

Prior to enrollment in a Texas public college or university, most students must take a standardized test, such as the Texas Higher Education Assessment [THEA]. The purpose of the THEA is to assess the reading, mathematics, and writing skills that entering freshmen-level students should have if they are to perform effectively in undergraduate certificate or degree programs in Texas public colleges and universities. This test may be required before a student enrolls in a dual-credit course offered through the district as well.

TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The purpose of the TSI assessment is to assess the reading, mathematics, and writing skills that entering freshmen-level students should have if they are to perform effectively in undergraduate certificate or degree programs in Texas public colleges and universities. This assessment may be required before a student enrolls in a dual-credit course offered through the district as well. Beginning in fall 2013, all Texas public colleges and universities will begin administering a new TSI assessment, which will assist as one of several factors in determining whether the student is considered ready to enroll in college-level courses or whether the student needs to enroll in what is termed developmental education courses prior to enrollment in college level courses.

STEROIDS

State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for medical use only, and only a physician can prescribe use. Body building, muscle enhancement, or the increase of muscle bulk or strength through the use of an anabolic steroid or human growth hormone by a healthy student is not a valid medical use and is a criminal offense.

Students participating in UIL athletic competition may be subject to random steroid testing. More information on the UIL testing program may be found on the UIL Web site at <http://www.uilTEXAS.org/health/steroid-information>.

STUDENTS IN PROTECTIVE CUSTODY OF THE STATE

The district strives to assist any student who has been placed in either temporary or permanent conservatorship (custody) of the state of Texas with the enrollment and registration process, as well as other educational services throughout the student's enrollment in the district.

Please contact Becky Garcia, who has been designated as the district's liaison for children in the conservatorship of the state, at the Administration Office, (830) 365-4000 with any questions.

STUDENT SPEAKERS

The district provides students the opportunity to introduce the following school event:

Graduation Ceremony

- Students are eligible to introduce this event if they are the valedictorian, salutatorian, or ranked 3rd, 4th, or 5th in their respected senior class.
- The subject of the student introductions shall relate to the purpose of introducing the designated event. The student must stay on the subject. The student may not engage in speech that:
 - Is obscene, vulgar, offensively lewd, or indecent;
 - Creates reasonable cause to believe that the speech would result in material and substantial interference with school activities or the rights of others;
 - Promotes illegal drug use;
 - Violates the intellectual property rights, privacy rights, or other rights of another person;
 - Contains defamatory statements about public figures or others; or

- Advocates imminent lawless action and is likely to incite or produce such action.

The District shall treat a student's voluntary expression of a religious viewpoint, if any, on an otherwise permissible subject in the same manner the District treats a student's voluntary expression of a secular or other viewpoint on an otherwise permissible subject and shall not discriminate against the student based on a religious viewpoint expressed by the student on an otherwise permissible subject.

For as long as there is a need to dispel confusion over the fact that the District does not sponsor the student's speech, at each event in which a student shall deliver an introduction, a disclaimer shall be stated in written or oral form, or both, such as, "The student giving the introduction for this event is a volunteering student selected on neutral criteria to introduce the event. The content of the introduction is the private expression of the student and does not reflect the endorsement, sponsorship, position, or expression of the District."

As determined by the principal, students who have been selected for special honors, such as captain of an athletic team, student council officers, leaders of school-sponsored organizations, homecoming king or queen, or prom king or queen may also address school audiences at designated events. [See FNA (LOCAL)]

SUBSTANCE ABUSE PREVENTION AND INTERVENTION

If you are worried that your child may be using or is in danger of experimenting, using, or abusing illegal drugs or other prohibited substances, please contact the school counselor. The school counselor can provide you with a list of community resources that may be of assistance to you. The TDSHS maintains information regarding children's mental health and substance abuse intervention services on its Web site: <http://www.dshs.state.tx.us/mhsa-child-adolescent-services/>.

SUICIDE AWARENESS

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

<http://www.texassuicideprevention.org/>

<http://www.dshs.state.tx.us/mhservices-search/>

SUMMER SCHOOL

The School District will make every effort to offer classes in the summer to those students being recommended to attend summer school.

TAKS (TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS)

[See **Standardized Testing** on page 66.]

TARDINESS

High School:

A student who is tardy to class by more than **five** minutes will be assigned to detention hall. Repeated instances of tardiness will result in more severe disciplinary action, in accordance with the Student Code of Conduct.

Elementary:

- 4 tardies, student will have after school detention for 30 minutes with teacher.
- 5-8 tardies, students will have 45 minute after school detention with teacher.
- 9 and above tardies, students will be assigned Saturday school. *Parents are required to attend Saturday School with student from 8:00a.m.-12 noon.*
- *Parents will have to pick-up students at school. The school district will not provide transportation.*

TEXTBOOKS, ELECTRONIC TEXTBOOKS, TECHNOLOGICAL EQUIPMENT, AND OTHER INSTRUCTIONAL MATERIALS

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

TRANSFERS

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

[See **School Safety Transfers**, on page 9, **Bullying**, on page 17, and **Options and Requirements for Providing Assistance to Students Who Have Learning Difficulties or Who Need or May Need Special Education Services**, on page 9, for other transfer options.]

TRANSPORTATION

School-Sponsored Trips

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

Buses and Other School Vehicles

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

A parent may also designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated facility or residence must be on an approved stop on an approved route. For information on bus routes and stops or to designate an

alternate pickup or drop-off location, you may contact the administration office at (830) 365-4000. [See the Student Code of Conduct for provisions regarding transportation to the DAEP.] Students are expected to assist district staff in ensuring that buses remain in good condition and that transportation is provided safely. When riding in district vehicles, students are held to behavioral standards established in this handbook and the Student Code of Conduct. Students must:

Follow the driver's directions at all times.

Enter and leave the bus or van in an orderly manner at the designated stop.

Keep feet, books, instrument cases, and other objects out of the aisle.

Not deface the bus, van, 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 bus or van.

Not possess or use any form of tobacco on school buses.

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 bus or van and before crossing in front of the vehicle.

Misconduct will be punished in accordance with the Student Code of Conduct; bus-riding privileges may be suspended.

VANDALISM

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

VIDEO CAMERAS

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

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

VISITORS TO THE SCHOOL

General Visitors

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

must comply with all applicable district policies and procedures.

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

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

Visitors Participating in Special Programs for Students

On High School Career Day, La Pryor Independent School District invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

WITHDRAWING FROM SCHOOL

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

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

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

Glossary

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

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

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

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

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

EOC assessments are end-of-course tests, which are state-mandated, and are part of the STAAR program. Successful performance on EOC assessments will be required for graduation beginning with students in grade 9 during the 2011–2012 school year. These exams will be given in English I, English II, Algebra I, Biology, and United States History.

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

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

will be kept informed; accommodations for state or district wide tests; whether successful completion of state-mandated assessments is required for graduation, etc.

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

NCLB Act is the federal No Child Left Behind Act of 2001.

PGP stands for Personal Graduation Plan , which is recommended for all students entering grade 9 and is required by state law for any student in middle school or higher 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.

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

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

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

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

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

STAAR Modified is an alternative state-mandated assessment based on modified achievement standards that is administered to eligible students receiving special education services, as determined by the student’s ARD committee.

STAAR Linguistically Accommodated (STAAR L) is an alternative state-mandated assessment with linguistic accommodations designed for certain recent immigrant English language learners.

State-mandated assessments are required of students at certain grade levels and in specified subjects.

Successful performance sometimes is a condition of promotion, and passing the grade 11 exit-level test or end-of-course assessments, when applicable, is a condition of graduation. Students have

multiple opportunities to take the tests if necessary for promotion or graduation.

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

TAKS is the Texas Assessment of Knowledge and Skills, the state's standardized achievement test currently given to students in certain subjects in grade 11 and is required for graduation for these students. A student in grade 12 who has not yet met the passing standard on this assessment will have opportunities to retake the assessment.

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

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

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