

Board Meeting
Monday, July 18, 2022 6:00 PM

Carrie L. Lovejoy Child Development Center:
Library
256 Country Club Road
Allen, TX 75002

Agenda

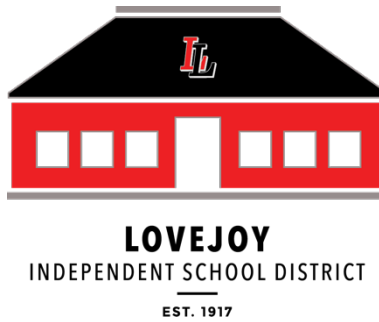
1. Call to Order
Presenter: Barrett Owens, President
2. Closed Session, Gov't. Code 551.071-551.084. The Board May Retire into Closed Session in Accordance with the Texas Open Meetings Act
Presenter: Barrett Owens, President
 - 2.A. 551-071 For the purpose of a private consultation with its attorney only when it seeks the attorney's advice about pending or contemplated litigation or a settlement offer or on a matter in which the duty of the attorney to the Board under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with the requirement for open meetings.
 - 2.B. 551-072 For the purpose of deliberating the purchase, exchange, lease, or value of real property if deliberation in an open meeting would have a detrimental effect on the position of the District in negotiations with a third person.
 - 2.C. 551-073 For the purpose of deliberating a negotiated contract for a prospective gift donation to the District if deliberation in an open meeting would have a detrimental effect on the Board's position in negotiations with a third person.
 - 2.D. 551-074 For the purpose of deliberating the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee or to hear a complaint or charge against an officer or employee. However, the Board may not conduct a closed meeting for these purposes if the officer or employee who is the subject of the deliberation or hearing requests a public hearing.
 - 2.D.1. Evaluation of employees.
 - 2.E. 551-076 For the purpose of deliberating the deployment, or specific occasions for implementation, of security personnel, devices or security audits.
 - 2.E.1. Summer Targeted Partial Safety Audit and Exterior Safety Audit
 - 2.E.2. Security Personnel
 - 2.E.3. Security Devices
 - 2.F. 551-082 For the purpose of deliberating in a case involving discipline of a public school child, or in which a complaint or charge is brought against a District employee by another employee and the complaint or charge directly results in the need for a hearing. However, the Board may not conduct a closed meeting for this purpose if the employee against whom the complaint or charge is brought makes a written request for an open hearing.
 - 2.G. 551-0821 For the purpose of deliberating a matter regarding a student if personally identifiable information about the student will necessarily be revealed by the deliberation. This exception does not apply if an open meeting about the matter is requested in writing by a parent or guardian of the student or by the student if the student has attained 18 years of age.

- 2.H. 551-083 For the purpose of discussing or deliberating the standards, guidelines, terms or conditions the Board will follow, or will instruct its representative to follow, in consultation with representatives of employee groups.
- 2.I. 551-084 For the purpose of excluding a witness from a hearing during the examination of another witness.
- 3. Return to Open Meeting for Action, If Necessary, On Matters Discussed In Closed Session
Presenter: Barrett Owens, President
- 4. Opening Exercise
Presenter: Barrett Owens, President
 - 4.A. Pledges
 - 4.B. Roll Call
Presenter: Barrett Owens, President
- 5. Recognitions: Introduction of New Hires
Presenter: Anna Koenig, Executive Director of Human Resources and Communications

July New Hire Introductions				
Name of Teacher	Campus	Position	Board Introduction	Silver Star
Rodricka Taylor	Admin	Coordinator for the Superintendent & Board Services	Katie Kordel	No
Allison Claunch	Admin	Special Education Coordinator	Sancy Fuller	No
Steven Neill	Transportation	Director of Transportation & Athletic Facilities	Kevin Parker	No
Erin Perkins	Admin	Director of Elementary Education & Early Childhood	LaurieTinsley	No
Kari Sharpe	Admin	PreK-12 Social Studies & Student Programming Coordinator	Laurie Tinsley	No
Travis Zambiasi	LHS	Principal	Laurie Tinsley	No
Michael Montague	LHS	Associate Principal	Travis Zambiasi	No
Caitlin Eldredge	LHS	Assistant Principal	Travis Zambiasi	No
Dakota Nguyen	LHS	Assistant Principal	Travis Zambiasi	No
Fernando Ocampo	LHS	Assistant Principal	Travis Zambiasi	No
Melissa Fletcher	LHS	Counselor	Travis Zambiasi	No
Sara Thrash	LHS	Counselor	Travis Zambiasi	No
John "Jack" Zellar	LHS	Assistant Band Director	Kevin Parker	No
Kelly Collins	WSMS	Counselor	Chris Koder	No
Jon Jamar	SCIS	Assistant Principal	Courtney Halpin	No

6. Public Comments Related to July 18, 2022 Agenda Items

Presenter: Rodricka Taylor, Coordinator for the Superintendent and Board Services



Public Comment Procedures

Regular Meetings

Submitting for Public Comment

Any individual seeking to speak during the public comment session of a regular board meeting must complete and submit the public comment card by no later than 15 minutes prior to the designated start time provided on the meeting notice.

Public comment cards must be completed in their entirety with accurate and truthful information and must designate whether the speaker is speaking on a specific agenda item. Failure to designate an agenda item relevant to the speaker's comments will result in the classification of the public comment as a non-agenda item comment, to be heard at a later time in the meeting.

The Board will provide speakers that submit a public comment card on an agenda item the opportunity to speak prior to the Board's consideration of the item in the order in which they were received.

Public comment cards are only applicable to the meeting in which they are completed and submitted by the established deadline.

Each individual gets one opportunity per meeting to share their comments with the Board of Trustees, not multiple opportunities per individual agenda items.

If a speaker is not present when his/her name is called, the speaker forfeits the opportunity to speak at that meeting.

The comments made by speakers at public comment reflect the opinions solely of the speaker and not the Board of Trustees as a governing body or the District.

Order of Agenda and Limitations

The Board reserves the right to change the order of the agenda items on the notice of meeting and / or defer agenda items until a later date.

Each speaker will be provided up to three minutes to address the Board of Trustees unless more than 10 speakers sign up to speak, in which case, the presiding officer reserves the right to reduce the time allotted to each speaker to no less than one minute per speaker. (Board Policy BED (LOCAL)).

If at any time, in the opinion of the presiding officer, the individual speaker is attempting to address a non-agenda item in the agenda item public comment period, the presiding officer or designee may stop the speaker and defer the speaker's comments to the appropriate portion of the meeting.

Public comments relating to non-agenda items will be deferred until the end of the meeting if time permits, unless otherwise noted by the Board of Trustees.

Disruptive Behavior

Disruptive behavior will not be tolerated in the meeting. If after the provision of a single warning, the disruptive behavior continues, the disruptive individual may be escorted out of the meeting by District officials and/or law enforcement.

It is a criminal offense for a person, with intent to prevent or disrupt a lawful meeting, to substantially obstruct or interfere with the ordinary conduct of a meeting by physical action or verbal utterance.

Conduct defined by Texas Penal Code §42.01 and Board Policies BED (LEGAL) and BED (LOCAL).

Failure to yield the podium at the conclusion of the time allotted to a speaker at public comment constitutes a disruption and will be addressed accordingly.

Comments made to the Board of Trustees by meeting attendees and/or speakers outside of the designated public comment periods during a meeting constitute a disruption.

Board's Response to Public Comment

Specific factual information or recitation of existing policy may be furnished in response to inquiries, but the Board shall not deliberate or decide regarding any subject that is not included on the agenda posted with notice of the meeting. The Board may also refer a speaker to a staff member in authority over the issue.

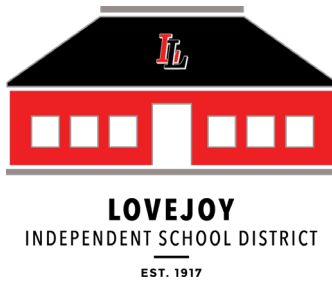
For specific complaints or concerns, speakers are encouraged to utilize the District's appropriate grievance procedures and policies set forth in Board Policies FNG (LOCAL), DGBA (LOCAL), and GF (LOCAL).

Special Meetings

The procedures outlined herein apply to special called Board meetings. However, comments at special called Board meetings are limited to agenda items only.

Statement of Non-Discrimination

The Board does not discriminate against speech on the basis of viewpoint.



School Board Public Comments Sign In July 18, 2022

The Board of Trustees encourages public comment. All public comment at a meeting other than a regularly scheduled meeting should be limited to agenda items posted for the meeting. By signing up to provide public comment at a Board meeting, you are acknowledging and accepting the procedures for public comment available online at lovejoyisd.net.

Any individual seeking to speak during the public comment session of a regular board meeting must complete and submit the public comment card by no later than 15 minutes prior to the designated start time provided on the meeting notice. Public comment cards must be completed in their entirety with accurate and truthful information and must designate whether the speaker is speaking on a specific agenda item. Failure to designate an agenda item relevant to the speaker's comments will result in the classification of the public comment as a non-agenda item comment, to be heard at a later time in the meeting. Public comment cards are only applicable to the meeting in which they are completed and submitted by the established deadline.

Each individual will have one opportunity per meeting to share their comments with the Board of Trustees, not multiple opportunities per individual agenda items. If a speaker is not present when his/her name is called, the speaker forfeits the opportunity to speak at that meeting. All speakers will be limited to no more than three minutes. The presiding officer reserves the right to reduce the number of minutes per speaker to no less than one minute per speaker in order to maintain effective meeting management. The speakers will be recognized in the order in which each person signs up. If there are more speakers than time allotted for public comment, the amount of time per speaker may be reduced, as determined appropriate by the Board of Trustees. If time does not allow for you to speak at public comment, the Board of Trustees may allot additional time for public comment or defer specific agenda items for review at a subsequent meeting in an effort to allow more public comment, as determined necessary by the Board. This public comment card will not be maintained from one meeting to the next and is only applicable to the meeting on the date in which it was submitted.

If you have a specific concern related to an employee of the District or a specific student issue, you are encouraged to utilize the District's grievance procedures provided in Board Policies DGBA (LOCAL), FNG (LOCAL), and GF (LOCAL) or applicable grievance process. Each grievance procedure allows for an individual to redress grievances with the Board of Trustees. All relevant policies are available online at lovejoyisd.net.

Disruptive behavior will not be tolerated in the meeting. If after the provision of a single warning, the disruptive behavior continues, the disruptive individual may be escorted out of the meeting by District officials and/or law enforcement. It is a criminal offense for a person, with intent to prevent or disrupt a lawful meeting, to substantially obstruct or interfere with the ordinary conduct of a meeting by physical action or verbal utterance.

The Board of Trustees appreciates your active participation in the school district.

***I wish to address the Board about an item appearing on the July 18, 2022 agenda.**

I wish to speak about agenda item #_____ which is titled:

***I wish to participate in the open forum by speaking about the following topic:**

First and Last Name:

Address:

Phone:

Organization (if applicable):

7. Invocation

Presenter: Barrett Owens, President

8. Board Notifications

Presenter: Anna Koenig, Executive Director of Human Resources and Communications

8.A. Notification of Resignations

Presenter: Anna Koenig, Executive Director of Human Resources and Communications



LOVEJOY
INDEPENDENT SCHOOL DISTRICT
EST. 1917

Lovejoy Independent School District Board of Trustees

Date of Meeting	July 18, 2022
Document Title	Resignations
Presented For	<input type="checkbox"/> Board Action <input checked="" type="checkbox"/> Report/Review Only
Supporting Documents	<input type="checkbox"/> None <input checked="" type="checkbox"/> Attached <input type="checkbox"/> Provided Later
Administrator Responsible	Anna Koenig, Executive Director of Human Resources and Communications
Executive Summary	
Resignations are attached for board notification. This is not an action item.	
Fiscal Implications	
n/a	
Administrator Recommendation	
N/A	
Board Priority	
Priority 2 Lovejoy ISD will continue to strive to be recognized as the employer of choice for educators who believe districts should be defined by a culture of superior work ethic, mission-driven behavior, continuous improvement, growth mindset, and positive relationships with students, parents, and colleagues. Lovejoy ISD team members will exemplify our Educator Profile and align their actions with our Core Values.	

July Resignations

Date: July 18, 2022

Name	Position	Location	Last Day
Jerry Bowens	SPED RLA Teacher	LHS	5/28/2022
Jake Cosio	Speech & Debate Teacher	LHS	5/28/2022
Deborah DeCasper	RLA Teacher	SCIS	5/28/2022
Taylor Denison	LCDC Site Director	LCDC	7/29/2022
Teresa Dodson	Associate Principal	LHS	6/21/2022
Alexandra Hodgkinson	SPED Teacher K-4	HES	5/28/2022
Christina Hopkins	Science Teacher	SCIS	5/28/2022
Amanda Humphries	Life Skills Teacher	LHS	5/28/2022
Lisa Nalls	Theater Teacher	WSMS	5/28/2022
Laura Piki	English Teacher	LHS	5/28/2022
Bryan Smith	Counselor	PES	5/28/2022
Walter Taylor	Science Teacher	LHS	5/28/2022
Graeson Tobolka	SPED Teacher K-4	PES	5/28/2022
Lara Underwood	Assistant Principal	SCIS	6/03/2022
Heather Weaver	SPED Life Skills Teacher 5-6	SCIS	5/28/2022
Mary Wegner	SPED Teacher/Team Lead	SCIS	5/28/2022
Tyler Wicke	Assistant Principal 9-12	LHS	6/21/2022
Jacqueline Woolford	Content Coordinator	Admin	6/21/2022

8.B. Notification of New Hires

Presenter: Anna Koenig, Executive Director of Human Resources and Communications



LOVEJOY
INDEPENDENT SCHOOL DISTRICT
EST. 1917

Lovejoy Independent School District Board of Trustees

Date of Meeting	July 18, 2022
Document Title	Notification of New Hires
Presented For	<input type="checkbox"/> Board Action <input checked="" type="checkbox"/> Report/Review Only
Supporting Documents	<input type="checkbox"/> None <input checked="" type="checkbox"/> Attached <input type="checkbox"/> Provided Later
Administrator Responsible	Anna Koenig, Executive Director of Human Resources and Communications

Executive Summary

New hires are attached for board notification. This is not an action item.

Fiscal Implications

n/a

Administrator Recommendation

Notification only as no action is needed. Policy DC (LOCAL) states from March 1 to August 31, the board delegates to the superintendent the authority to employ contractual personnel.

Board Priority

Priority 2

Lovejoy ISD will continue to strive to be recognized as the employer of choice for educators who believe districts should be defined by a culture of superior work ethic, mission-driven behavior, continuous improvement, growth mindset, and positive relationships with students, parents, and colleagues. Lovejoy ISD team members will exemplify our Educator Profile and align their actions with our Core Values.

July New Hire Board Report

Grade levels or teaching assignments reflect current positions and are subject to change per employee contract

Date: July 18, 2022

Employee	Residence	University	Certification(s)	Exp	Previous Employer	Contract	Campus	Current Assignment
Deborah Adams	Cedar Park, TX	Abilene Christian University	Social Studies 7-12 ESL 7-12	4	Round Rock ISD	Probationary	LHS	Social Studies Teacher
Kelley Alvarez	Melissa, TX	Texas A&M - Commerce	Generalist EC-6 ESL EC-6	7	Sherman ISD	Probationary	PES	1st Grade Teacher
Matthew "Jay" Bolinger	Allen, TX	University of Texas - Dallas	Social Studies 4-8	0	N/A	Dual Assignment Probationary	SCIS	PE Teacher/Coach
Brittany Buaas	Fairview, TX	University of North Texas	Generalist EC-6 ESL EC-6 Gifted & Talented, EC-6 School Counselor EC-12	7	Lovejoy ISD	Probationary	PES	Counselor
Jennifer Busse	Fairview, TX	Collin College	Registered Nurse	0	Medical City, Dallas	Probationary	SCIS	Campus Nurse
Kathleen Chege	McKinney, TX	University of Texas @ Dallas	SLP-A License	12	Quinlan ISD	Employment Agreement	HES	Speech Language Pathologist - Assistant
Brooke Donovan	Princeton, TX	University of North Texas	PE EC-12 Science 7-12	8	Frisco ISD	Dual Assignment Probationary	LHS	Science Teacher/Coach
Thalita Dufrene	Lucas, TX	University of Texas @ Dallas	Generalist EC-6 ESL Supplemental EC-6	0	Garland ISD	Probationary	SCIS	5th Grade RLA Teacher

Caitlin Eldredge	McKinney, TX	University of Alabama	Principal Ec-12 Science 4-8 Superintendent EC-12	10	Frisco ISD	Probationary	LHS	Assistant Principal
Emilee Gant	Allen, TX	Abilene Christian University	Cores subjects w/STR EC-6 ESL Suppl EC-6 Sped EC-12	1	Prosper ISD	Probationary	HES	Kindergarten Teacher
Kristi Green	Van Alstyne, TX	Texas Woman's University	English 8-12 ESL Supp 1-12	4	Midlothian ISD	Probationary	LHS	English Teacher
Alisha Gibson	Allen, TX	University of Buffalo - N.Y.	ART EC-12 Health EC-12 ESL Supp EC-12	11	Allen ISD	Probationary	SCIS	Art Teacher
Tiffany Glover	Lucas, TX	Oklahoma City University	RN License	15	Allen ISD	Probationary	WSMS	Campus Nurse
Brooke Grall	Lucas, TX	University of North Texas	Music EC-12	12	Lovejoy ISD	Probationary	PES	Music Teacher
Grace Harris	Cedar Park, TX	Texas Tech University	Core Subjects w/STR EC-6	0	N/A	Probationary	PES	1st Grade Teacher
Nesrine Hajji	Murphy, TX	Lamar University	Chemistry 7-12	4	Richardson ISD	Probationary	LHS	Science Teacher
Kristin Hart	Plano, TX	University of North Texas	History 7-12	1	Richardson ISD	Probationary	LHS	Social Studies Teacher
Patrick Hayes	Lavon, TX	Texas A&M Commerce	Music EC-12	1	Wylie ISD	Probationary	WSMS	Choir Teacher

Victoria Helmerich	Dallas, TX	New Mexico State University	Bilingual Spanish EC-12 LOTE Spanish EC-12 Generalist EC-6	7	Dallas ISD	Probationary	LHS	Spanish Teacher
Chasity Holman	McKinney, TX	Stephen F. Austin University	English as a Second Language PK-12	4	Lucas Christian Academy	Probationary	HES	Kindergarten Teacher
Allan Kuethe	Frisco, TX	Texas Tech University	Core Subjects with STR EC-6 Secondary Geography 6-12 Secondary Spanish 6-12 ESL Supplemental EC-12 Secondary History 6-12	20	Frisco ISD	Probationary	SCIS	Social Studies Teacher
Aubrey Lyon	Sachse, TX	Brigham Young University	Physical Education EC-12 Core Subjects with STR 4-8	2	Garland ISD	Dual Assignment Probationary	WSMS	Math Teacher/Coach
Nick Mann	Plano, TX	University of North Texas	Theater EC-12 Sped EC-12 Speech 8-12 ELAR 8-12	0	North Texas Performing Arts	Probationary	WSMS	Theatre Teacher
Samantha McLaughlin	Allen, TX	Oklahoma State University	SLP-A License	6	Sherman ISD	Employment Agreement	SCIS	Speech Language Pathologist - Assistant
Joey Miller	Frisco, TX	Dallas Baptist University	Physical Education EC-12 Technology Applications EC-12 Business and Finance 6-12	1	Plano ISD	Dual Assignment Probationary	WSMS	Tech Apps Teacher
Ashley Morgan	Richardson, TX	Texas A&M University - Commerce	Mathematics 8-12	8	Lucas Christian Academy	Probationary	WSMS	Algebra 1 Teacher

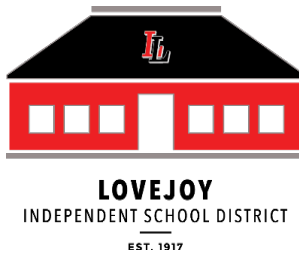
Dakota Nguyen	McKinney, TX	University of Texas Arlington	Mathematics 4-8 Mathematics 7-12 Principal EC-12	8	Frisco ISD	Probationary	LHS	Assistant Principal
Fernando Ocampo	McKinney, TX	Lamar University	Principal EC-12 History 6-12 Spanish 6-12	23	Little Elm ISD	Probationary	LHS	Assistant Principal
Ashtyn Richey	Sugar Land, TX	Houston Baptist University	History 7-12 INTERN	1	Needville ISD	Dual Assignment Probationary	LHS	History Teacher/Coach
Nilam Salamah	Plano, TX	University of Texas at Dallas	Generalist EC-6 Mathematics 4-8	10	Internation. Leadership of Texas	Probationary	SCIS	GT Math/Science
Jennifer Slenk	Naples, FL	University of Texas Arlington	RN License, FL.	3	The Village Schools	Probationary	PES	Campus Nurse
Ashley Smith	Lucas, TX	Milligan College - TN	Mathematics 7-12 ESL Supplemental 4-12	13	Princeton ISD	Probationary	WSMS	Math Teacher
Clarissa Shirley	Plano, TX	University of Texas	Journalism 7-12 Secondary Theatre Arts 6-12 Provisional Theatre EC-12	13	Keller ISD	Probationary	LHS	Yearbook Teacher
Kari Sharpe	Celina, TX	University of North Texas	Generalist EC-6 ESL EC-12	24	Frisco ISD	Probationary	Admin	PreK-12 Social Studies & Student Programming Coordinator
Regina Tomlinson	McKinney, TX	Texas Tech University	Secondary English Language Arts 6-12 Secondary English 6-12 Secondary Mathematics 6-12	5	Renaissance Charter - Florida	Probationary	LHS	English Teacher

Kara Watson	McKinney, TX	Baylor University	SLP-A License	9	Sherman ISD	Employment Agreement	HES/PES	Speech Language Pathologist - Assistant
Elena Widdes	Wylie, TX	University of California - Santa Barbara	INTERN exp 5/31/2023 Core subjects w/STR 4-8. Core w/STR EC-6, Special Education EC-12, ESL Supp EC-12	18	San Diego Unified School District	Probationary	SCIS	Special Education - Instructional Coach
Brad Wikse	Flower Mound, TX	Angelo State University	Physical Education Secondary 6-12 Health Secondary 6-12 Speech Secondary 6-12	14	Grand Saline ISD	Employment Agreement	LHS	Tennis Coach
John "Jack" Zellar	Dallas, TX	Sam Houston State University	Music EC-12	4	Duncanville ISD	Probationary	LHS	Asst. Band Director
Paul Zuppardo	Richardson, TX	University of Texas at Arlington	Social Studies 7-12	0	Vintage Stock/Movie Trading Company	Probationary	WSMS	History Teacher

Updated 7.12.2022 @ 4:00 PM

8.C. Annual Report of Cooperative Purchasing Fees

Presenter: Dr. Jennifer DuPlessis, Assistant Superintendent of Finance and Operations



Lovejoy Independent School District Board of Trustees

Date of Meeting	July 18, 2022
Document Title	Annual Report Cooperative Purchasing
Presented For	<input type="checkbox"/> Board Action <input checked="" type="checkbox"/> Report/Review Only
Supporting Documents	<input type="checkbox"/> None <input checked="" type="checkbox"/> Attached <input type="checkbox"/> Provided Later
Administrator Responsible	Jennifer DuPlessis, Ph.D. Assistant Superintendent of Finance and Operations

Executive Summary

The attached memo contains a report of the cooperative purchasing programs in which Lovejoy ISD participates as a member district. [Education Code 44.0331](#) and CH (Legal), requires that school districts disclose the amounts spent on purchasing cooperative fees on an annual basis. The code directs a school district that enters into an interlocal or cooperative purchasing contract (under any program authorized for school districts by law) to document contract related fees as required, including any management fee, and the purpose of each fee under the contract. The amount, purpose, and disposition of any fee described in the code must be presented in a written report and submitted annually in an open meeting of the board of trustees of the school district.

Fiscal Implications

Annual fees are budgeted by the Finance department; any per-purchase fees are included with costs of goods and services and budgeted by the department making the purchase(s).

Board Priority

Priority 4

Lovejoy ISD will develop stronger community connections and confidence through effective communication with both internal and external

stakeholders. Through a shared commitment to our mission and core values, we will build upon Lovejoy ISD's tradition of excellence. We will maintain high expectations and leverage the collective impact of the Lovejoy ISD community to ensure achievement of outcomes on behalf of students. Lovejoy ISD traditions will enable us to honor the past, celebrate the present, and provide a continuing legacy for the future.

Dr. Jennifer DuPlessis

Assistant Superintendent of Finance and Operations

Lovejoy ISD

To: Katie Kordel
From: Dr. Jennifer DuPlessis
Agenda Date: July 18, 2022
Re: Cooperative Memberships & Fees

A benefit of using these purchasing cooperatives as a resource is economy of scale through the buying power of much larger entities. Cooperatives follow bidding laws in awarding contracts to their vendors and therefore, by law, school districts are allowed to use contracts awarded by the cooperatives once interlocal purchasing agreements have been established. The following are cooperative purchasing organizations we have joined:

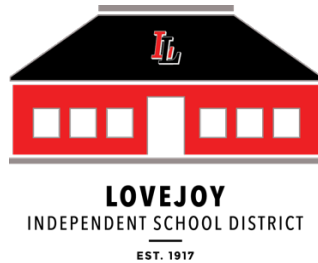
1GPA	No Fee
Allied States Cooperative – ESC Region 19	No Fee
BuyBoard by TASB – \$800 per bus when bought; rebate provided (about \$800)	\$0 plus
Central Texas Purchasing Alliance (CTPA)	\$150 Annually
Choice Partners / Harris County Dept. of Education	No Fee
Collin County Governmental Purchasing Forum	No Fee
Educational Purchasing Cooperative of North Texas	\$100 Annually
Fort Bend County Cooperative Purchasing Program	No Fee
Houston Galveston Area Coop (No annual fee) - Buses	\$600 per PO
Multi-Regional Purchasing Co-op (Student Nutrition for commodity processing bread, chemical)	No Fee
NCPA – Region 14 (National Cooperative Purchasing Alliance)	No Fee
Omnia (formerly NIPA/TCPN/US Communities)	No Fee
Sourcewell (formerly NJPA-National Joint Powers Alliance)	No Fee
PEPPM	No Fee
Pride Performance Consulting LLC dba Prospering Pals	No Fee
Regional ESCs 2, 10, 11, and 20	No Fee
State of Texas CO-OP Purchasing Program, DIR, TXMAS, TPASS	\$100 Annually
TASB Energy Cooperative	No Fee
Tarrant County Cooperative Purchasing Program	No Fee
Texas Educational Telecommunication Network (through Region 10)	No Fee
The Interlocal Purchasing System (TIPS)	No Fee

9. Consent Agenda

Presenter: Barrett Owens, President

9.A. Consider Approval of the Minutes of the June 20, 2022 Board Meeting

Presenter: Rodricka Taylor, Coordinator for the Superintendent and Board Services



Board of Trustees Minutes of the Board Meeting Monday, June 20, 2022

A Regular Meeting of the Lovejoy Independent School District Board of Trustees and a Public Hearing on the Budget and Proposed Tax Rate was held on Monday, June 20, 2022, beginning at 6:00 PM in the Carrie L. Lovejoy Child Development Center, located at 256 Country Club Road, Allen, Texas.

Marvin Bobo:	Present
Jason Jaynes:	Present
Julie McLaughlin:	Present
Barrett Owens:	Present
Amy Smith:	Present
Anne Smith:	Present
Jeff Wood:	Present

1. Call to Order

The Meeting was Called to Order at 6:00PM by Board President, Barrett Owens.

2. Closed Session, Gov't. Code 551.071-551.084. The Board May Retire into Closed Session in Accordance with the Texas Open Meetings Act

The Board retired into Closed Session at 6:00PM in room D100.

2.A. 551-071 For the purpose of a private consultation with its attorney only when it seeks the attorney's advice about pending or contemplated litigation or a settlement offer or on a matter in which the duty of the attorney to the Board under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with the requirement for open meetings.

2.B. 551-072 For the purpose of deliberating the purchase, exchange, lease, or value of real property if deliberation in an open meeting would

have a detrimental effect on the position of the District in negotiations with a third person.

- 2.C. 551-073** For the purpose of deliberating a negotiated contract for a prospective gift donation to the District if deliberation in an open meeting would have a detrimental effect on the Board's position in negotiations with a third person.
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- 2.D.1.** Evaluation of employees.
- 2.D.2.** Superintendent's evaluation and contract amendment.
- 2.E. 551-076** For the purpose of deliberating the deployment, or specific occasions for implementation, of security personnel, devices or security audits.
- 2.F. 551-082** For the purpose of deliberating in a case involving discipline of a public school child, or in which a complaint or charge is brought against a District employee by another employee and the complaint or charge directly results in the need for a hearing. However, the Board may not conduct a closed meeting for this purpose if the employee against whom the complaint or charge is brought makes a written request for an open hearing.
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- 2.H. 551-083** For the purpose of discussing or deliberating the standards, guidelines, terms or conditions the Board will follow, or will instruct its representative to follow, in consultation with representatives of employee groups.
- 2.I. 551-084** For the purpose of excluding a witness from a hearing during the examination of another witness.

3. Return to Open Meeting for Action, If Necessary, On Matters Discussed In Closed Session

4. Opening Exercise

The Board of Trustees returned to the Open Meeting at 7:08PM in the Library.

4.A. Pledges

Kevin Parker, Executive Director of Student Services, led the Pledge of Allegiance and the Texas Pledge.

4.B. Roll Call

All Board members were present.

5. Public Comments Related to June 20, 2022 Agenda Items

There were no public comments permitted as related to the June 20, 2022 Agenda Items.

6. Invocation

Board President, Barrett Owens, led the Invocation.

7. Board Notifications

7.A. Notification of Resignations

Anna Koenig, Executive Director of Human Resources and Communications, provided a list of resignations to the Board of Trustees.

7.B. Notification of New Hires

Anna Koenig, Executive Director of Human Resources and Communications, provided a list of new hires to the Board of Trustees.

8. Consent Agenda

8.A. Consider Approval of the Minutes of the May 23, 2022 Board Meeting

8.B. Consider Approval of the Minutes of the June 6, 2022 Board Workshop

8.C. Consider Approval of the Monthly Finance Report

8.D. 2021-2022 Final Budget Amendment

Motion to approve the Consent Agenda. This motion, made by Barrett Owens and seconded by Anne Smith, Passed.

Yea: 7, Nay: 0, Absent: 0

9. Consider and Act on the Superintendent's Evaluation

Motion to approve the Superintendent's Evaluation. This motion, made by Barrett Owens and seconded by Anne Smith, Passed.

Yea: 7, Nay: 0, Absent: 0

10. Consider and Act on the Superintendent's Contract Amendment

Motion to approve the Superintendent's Contract Amendment. This motion, made by Jason Jaynes and seconded by Marvin Bobo, Passed.

Yea: 7, Nay: 0, Absent: 0

11. Consider and Act on Auxiliary Staff Recruitment Incentive

Dr. Jennifer DuPlessis, Assistant Superintendent of Finance and Operations, discussed the Auxiliary Staff Recruitment Incentive.

Motion to approve the Auxiliary Staff Recruitment Incentive. This motion, made by Barrett Owens and seconded by Jason Jaynes, Passed.

Yea: 7, Nay: 0, Absent: 0

12. Consider and Act on Texas Covid Learning Acceleration Supports (TCLAS) Program: Memorandum of Understanding (MOU) Decision 5

Anna Koenig, Executive Director of Human Resources and Communications, discussed the Texas Covid Learning Acceleration Supports (TCLAS) Program: Memorandum of Understanding (MOU) Decision 5.

Motion to approve the Texas Covid Learning Acceleration Supports (TCLAS) Program: Memorandum of Understanding (MOU) Decision 5. This motion, made by Amy Smith and seconded by Anne Smith, Passed.

Yea: 7, Nay: 0, Absent: 0

13. Consider and Act on Staff Development Day Waiver

Kevin Parker, Executive Director of Student Services, discussed the Staff Development Day Waiver. A correction to the written Executive Summary for the Staff Development Day Waiver was discussed: January 2nd, 2023 would be used as one of the five professional development days not January 1st, 2023.

Motion to approve the Staff Development Day Waiver with the correction of January 2nd, 2023. This motion, made by Barrett Owens and seconded by Jason Jaynes, Passed.

Yea: 7, Nay: 0, Absent: 0

14. School Health Advisory Council (SHAC) 2021-2022 Annual Report

Kevin Parker, Executive Director of Student Services, provided an annual report on the 2022-2023 School Health Advisory Council (SHAC).

President, Barrett Owens, made a Motion to accept the SHAC 2021-2022 Annual Report.

Motion to approve the Student Health Advisory Council 2021-2022 Annual Report. This motion, made by Barrett Owens and seconded by Anne Smith, Passed.

Yea: 7, Nay: 0, Absent: 0

15. Consider and Act on School Health Advisory Council (SHAC) Resolution

Kevin Parker, Executive Director of Student Services, discussed the School Health Advisory Council (SHAC) Resolution.

Motion to approve the Student Health Advisory Council Resolution. This motion, made by Amy Smith and seconded by Anne Smith, Passed.

Yea: 7, Nay: 0, Absent: 0

16. Presentation on Middle and High School Leopard Time and School Day Impact

Dr. Laurie Tinsley, Assistant Superintendent of Curriculum and Instruction, gave a presentation on the Middle and High School Leopard Time and School Day Impact.

The Board of Trustees discussed administration bringing forward consideration and of action on adding 5 minutes to the end of the middle school and high school instructional day to accommodate Leopard Time at the July 18, Board of Trustees Meeting.

17. Open a Public Hearing on Budget and Proposed Tax Rate

Barrett Owens, Board President, opened a Public Hearing on the Budget and Proposed Tax Rate at 7:42PM.

There were no public comments regarding the hearing.

18. Close a Public Hearing on Budget and Proposed Tax Rate

Barrett Owens, Board President, closed the Public Hearing at 7:43PM.

19. Consider and Act on Adopting the 2022-2023 Budget and Proposed Tax Rate

Dr. Jennifer DuPlessis, Assistant Superintendent of Finance and Operations, presented information on adoption of the 2022-2023 Budget and Proposed Tax Rate for Board consideration and discussion.

Motion to approve adopting the 2022-2023 Budget and Proposed Tax Rate. This motion, made by Jason Jaynes and seconded by Jeff Wood, Passed.

Yea: 7, Nay: 0, Absent: 0

20. Consider and Act on the 2022-2023 Compensation Plan

Dr. Jennifer DuPlessis, Assistant Superintendent of Finance and Operations, discussed the 2022-2023 Compensation Plan.

Motion to approve the 2022-2023 Compensation Plan. This motion, made by Amy Smith and seconded by Marvin Bobo, Passed.

Yea: 7, Nay: 0, Absent: 0

21. Consider and Act on LOVEJOY 2030 Strategic Plan

Katie Kordel, Superintendent of Schools, discussed the LOVEJOY 2030 Strategic Plan which was presented in the May 23, 2022 Board Meeting.

Motion to approve the LOVEJOY 2030 Strategic Plan. This motion, made by Jeff Wood and seconded by Anne Smith, Passed.

Yea: 7, Nay: 0, Absent: 0

22. Cabinet Reports

The following Cabinet Members presented reports:

- Dr. Jennifer DuPlessis, Assistant Superintendent of Finance and Operations
- Dr. Laurie Tinsley, Assistant Superintendent of Curriculum and Instruction
- Anna Koenig, Executive Director of Human Resources and Communication
- Kevin Parker, Executive Director of Student Services
- Sancy Fuller, Executive Director of Special Education and Student Support

23. Superintendent's Report

Katie Kordel, Superintendent, spoke about our students having a strong finish to the school year. She expressed that she is grateful by the hard work of our teachers, staff, students, and community. She wished the community and staff a happy summer, and shared her excitement for the upcoming 2022-2023 school year.

24. Public Comments Related to Non-Agenda Items

There were two public comments related to the June 20, 2022 Non-Agenda Items:

1. Karla Gant: Careful consideration of selection of health curriculum.
2. Amy Campbell: Health education curriculum.

25. Announcements

There were no announcements.

26. Adjournment

With there being no further business, the Board adjourned at 9:07PM.

Respectfully submitted,

Anne Smith, Secretary of the Board of Trustees

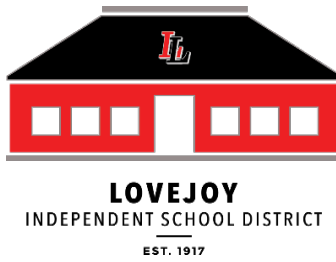
Barrett Owens, President of the Board of Trustees

**Agenda item details are filed in the Superintendent's Office with the Monday, June 20, 2022 agenda packet.*

**These are unofficial minutes that have not been reviewed and approved by the Board of Trustees.*

9.B. Consider Approval of 2022-2023 Teacher Appraisers

Presenter: Anna Koenig, Executive Director of Human Resources and Communications



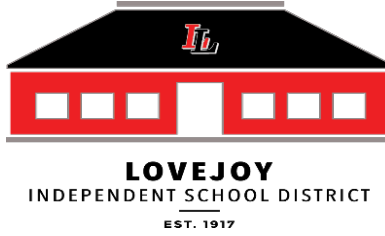
Lovejoy Independent School District Board of Trustees

Date of Meeting	July 18, 2022
Document Title	Teacher Appraisers
Presented For	<input checked="" type="checkbox"/> Board Action <input type="checkbox"/> Report/Review Only
Supporting Documents	<input type="checkbox"/> None <input checked="" type="checkbox"/> Attached <input type="checkbox"/> Provided Later
Administrator Responsible	Anna Koenig, Executive Director of Human Resources and Communications
Executive Summary	
Lovejoy ISD supervisors are recommended to serve as appraisers for the 2022-2023 school year.	
Fiscal Implications	
n/a	
Administrator Recommendation	
The administration recommends the approval of the 2022-2023 Appraisers as listed in the attachment.	
Board Priority	
<p>Priority 2</p> <p>Lovejoy ISD will continue to strive to be recognized as the employer of choice for educators who believe districts should be defined by a culture of superior work ethic, mission-driven behavior, continuous improvement, growth mindset, and positive relationships with students, parents, and colleagues. Lovejoy ISD team members will exemplify our Educator Profile and align their actions with our Core Values.</p>	

Teacher Appraisers 2022-2023

Appraiser	Role	Location
Wendy Craft	Principal	Hart Elementary
Caitlin Eldridge	Assistant Principal	Lovejoy High School
Sancy Fuller	Executive Director of Special Education and Student Support	Administration
Angie George	Assistant Principal	Puster Elementary School
Courtney Halpin	Principal	Sloan Creek Intermediate School
Marcy Hambrick	Director of Human Resources	Administration
Holly Haynes	Principal	Puster Elementary School
Kyle Herrema	Athletic Coordinator	Lovejoy High School
Jonathan Jamar	Assistant Principal	Sloan Creek Intermediate School
Chris Koder	Principal	Willow Springs Middle School
Anna Koenig	Executive Director of Human Resources and Communications	Administration
Katie Kordel	Superintendent	Administration
Carly Littlefield	Athletic Coordinator	Lovejoy High School
Rebecca May	Assistant Principal	Willow Springs Middle School
Rachael Merrick	Assistant Principal	Willow Springs Middle School
Michael Montague	Associate Principal	Lovejoy High School
Dakota Nguyen	Assistant Principal	Lovejoy High School
Fernando Ocampo	Assistant Principal	Lovejoy High School
Kevin Parker	Executive Director of Student Services	Administration
Megan Rawlins	Assistant Principal	Hart Elementary
Chris Ross	Athletic Director and Head Football Coach	Lovejoy High School
Laurie Tinsley	Assistant Superintendent of Curriculum and Instruction	Administration
Travis Zambiasi	Principal	Lovejoy High School

10. Consider and Act on TASB Delegate Assembly Representative and Alternate
Presenter: Barrett Owens, Board President



Lovejoy Independent School District Board of Trustees

Date of Meeting	July 18, 2022
Document Title	Consider and Act on TASB Delegate Assembly Representative and Alternate
Presented For	<input checked="" type="checkbox"/> Board Action <input type="checkbox"/> Report/Review Only
Supporting Documents	<input checked="" type="checkbox"/> None <input type="checkbox"/> Attached <input type="checkbox"/> Provided Later
Administrator Responsible	Katie Kordel, Superintendent
Executive Summary	
<p>The Board of Trustees may select a delegate and alternate for the 2022 Delegate Assembly to the TASB Convention. Selection at an early date will allow the delegate to be placed on a mailing list to receive study material prior to the Assembly.</p> <p>The 2022 Delegate Assembly is set for September 24, 2022 in San Antonio.</p>	
Fiscal Implications	
N/A	
Administrator Recommendation	
Move to submit _____ as delegate and _____ as alternate to the 2022 TASB Assembly.	
Board Priority	
Priority 3	

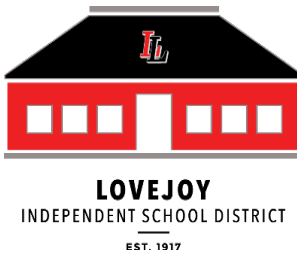
Lovejoy ISD will evaluate all areas which impact the student experience. A sustained focus on continual improvement in all aspects of district services remains a constant with the continued goal of providing the highest quality of learning experiences for our students. In support of organizational health and effectiveness, Lovejoy ISD will establish a plan for short and long-term financial sustainability. We will strategically balance financial decision-making with Lovejoy ISD's mission and commitment to the Lovejoy experience. A financial assessment, identification of priorities, and intentional decision-making will support strategic financial planning. Zero-based budgeting will be utilized and transparency will be prioritized.

Priority 4

Lovejoy ISD will develop stronger community connections and confidence through effective communication with both internal and external stakeholders. Through a shared commitment to our mission and core values, we will build upon Lovejoy ISD's tradition of excellence. We will maintain high expectations and leverage the collective impact of the Lovejoy ISD community to ensure achievement of outcomes on behalf of students. Lovejoy ISD traditions will enable us to honor the past, celebrate the present, and provide a continuing legacy for the future.

11. Consider and Act on Adding 5 Minutes to the End of the School Day for Middle and High School

Presenter: Dr. Laurie Tinsley, Assistant Superintendent of Curriculum and Instruction



Lovejoy Independent School District Board of Trustees

Date of Meeting	July 18, 2022
Document Title	Middle and High School Leopard Time and Extending the School Day
Presented For	<input checked="" type="checkbox"/> Board Action <input type="checkbox"/> Report/Review Only
Supporting Documents	<input type="checkbox"/> None <input checked="" type="checkbox"/> Attached <input type="checkbox"/> Provided Later
Administrator Responsible	Dr. Laurie Tinsley
Executive Summary	
<p>Willow Springs Middle School and Lovejoy High School will be implementing an advisory period (Leopard Time) into the 22-23 master schedules. The purpose of the 25 minute period is to allow for additional academic student support, academic and social enrichment, and providing student choice in managing academic and extracurricular responsibilities. The campus principals are recommending extension of the school day by 5 minutes to support this change to the campus master schedules. The advisory period “Leopard Time” will increase opportunities for staff to respond and differentiate for students during the instructional school day.</p>	
Fiscal Implications	
None	
Administrator Recommendation	
For the 2022-2023 school year, extend the school day by 5 minutes at WSMS and LHS to support implementation of the new advisory period (Leopard Time).	
Board Priority	
Remove any priority that is not applicable.	

Priority 1

Lovejoy ISD will continue to demonstrate growth in student academic achievement as evidenced by a broad range of academic measures appropriate for the elementary, intermediate, middle, and high school levels. The Lovejoy ISD Graduate Profile (Intellectually Equipped, Open to the Challenges of Learning, Well-Rounded, Engaged in a Healthy Lifestyle, Fair and Respectful of Others, Works for Justice in the Community) will become a prevalent part of all students' pursuits. Students will personify the Graduate Profile by experiencing challenging and engaging learning. Research-based instructional strategies will be strategically partnered with innovation. Profound learning will develop key skills essential to thriving now and in the future. Technology will be leveraged to enhance individualization, deepen learning, and prepare students for an increasingly technology-driven workforce.

Priority 2

Lovejoy ISD will continue to strive to be recognized as the employer of choice for educators who believe districts should be defined by a culture of superior work ethic, mission-driven behavior, continuous improvement, growth mindset, and positive relationships with students, parents, and colleagues. Lovejoy ISD team members will exemplify our Educator Profile and align their actions with our Core Values.

Priority 3

Lovejoy ISD will evaluate all areas which impact the student experience. A sustained focus on continual improvement in all aspects of district services remains a constant with the continued goal of providing the highest quality of learning experiences for our students. In support of organizational health and effectiveness, Lovejoy ISD will establish a plan for short and long-term financial sustainability. We will strategically balance financial decision-making with Lovejoy ISD's mission and commitment to the Lovejoy experience. A financial assessment, identification of priorities, and intentional decision-making will support strategic financial planning. Zero-based budgeting will be utilized and transparency will be prioritized.

Priority 4

Lovejoy ISD will develop stronger community connections and confidence through effective communication with both internal and external stakeholders. Through a shared commitment to our mission and core values, we will build upon Lovejoy ISD's tradition of excellence. We will maintain high expectations and leverage the collective impact of the Lovejoy ISD community to ensure achievement of outcomes on behalf of

students. Lovejoy ISD traditions will enable us to honor the past, celebrate the present, and provide a continuing legacy for the future.

Priority 5

Lovejoy ISD will continuously examine and analyze the best practices of implementation for safety and security; enhancing safety and protecting the positive learning environment and by ensuring the personal/social needs of Lovejoy students are addressed.

Leopard Time and Student Support Opportunities

LAURIE TINSLEY

Assistant Superintendent of Curriculum and Instruction

SANCY FULLER

Executive Director of Special Education and Academic Support

MARY MULLEN

Director of Secondary Education and Assessment and Accountability

TRAVIS ZAMBIASI

Principal Lovejoy High School

CHRIS KODER

Principal Willow Springs Middle School

July 18, 2022

Regular Board Meeting



LOVEJOY

INDEPENDENT SCHOOL DISTRICT

EST. 1917



Leopard Time

Advisory Period

PURPOSE

- Targeted Intervention and Enrichment
- Academic Tutoring
- Students Drive Needs
- HB 4545
- Clubs, Physical Activity, Student Choice
- Support with SEL and Character Traits

BENEFITS FOR STUDENTS

- Scheduled During School Day
- Access to Staff for Support
- Minimize Before and After School Tutorials
- Specific to Needs of Students
- Builds Independence and Managing of Time

SCHEDULING AND STAFF IMPACT

- Recommend Extending the Middle School and High School School Day 5 Minutes
- Average of 25 Minutes Daily
 - WSMS - Scheduled Between 4th and 5th Periods
 - LHS - Scheduled Between 6th and 7th Periods
- Allows Staff to Support Students During Instructional Day
- Minimize After and Before School Tutorials



LHS Leopard Time

Advisory Period

High School: Leopard Time Overview

- Meets Monday Through Friday (2:15-2:40)
- Each Student Will Have an Advisory Period (Leopard Time) on Their Schedule.
- The Advisory Room & Teacher on Schedules is Known as Homeroom Leopard Time

Example: Advisory Schedule		
1st	8:45	-9:30
2nd	9:35	-10:20
3rd	10:25	-11:10
4th	11:10	-12:30
5th	12:35	-1:20
6th	1:25	-2:10
<i>Advisory</i>	2:15	-2:40
7th	2:45	-3:30
8th	3:35	-4:20

High School: Leopard Time Overview

-The Campus Leopard Time Calendar Will Outline When Students Report to Homeroom Leopard Time

-Homeroom Leopard Time Will Be Assigned by Grade Level and Utilized Approximately 10% of Overall School Days

-We Use Homeroom Leopard Time For:

B.O.Y. Presentations, Training Students Regarding Leopard Time Structures, Character Traits, Leadership, etc

High School: Leopard Time Overview

“Open” Vs “Closed” Days

- Approximately 90% of School Days Consist of our Typical Leopard Time Structure, Which Revolves Around *Student Choice*
- **If a Student is Not Called to a “Closed” Session, the Student May Choose an “Open” Class to Attend or go to One of the Approved Areas**
- Students May Only Attend a Teacher/Class They Have on Their Schedule.
- **They May Also Choose to Attend the Cafe, Library, Gym -Supervised Areas**

High School: Leopard Time Overview

“Closed” Days

- Monday –*Electives/Fine Arts/CTE/WL*
- Tuesday –*Math*
- Wednesday –*History/Social Studies*
- Thursday –*English*
- Friday –*Science*
- ***Students called to a closed day must attend that closed day class / learning session. I.E. On a Tuesday, if a Student Didn't Get Asked By Their Math Teacher to Attend their Closed Session, They Choose An “Open” Class/Area to Attend***



WSMS Leopard Time

Advisory Period

Middle School: Leopard Time Overview

- Leopard Time will be 3 days a week starting the week after Labor Day
- Tuesdays, Wednesdays, and Thursdays from 11:52 - 12:52
- Students will have “Voice and Choice” over how they use that hour.
- Options will include academic time, tutoring, collaboration time for projects, social clubs, and recreational activities.
- Some students will be required to do tutoring or test makeups while it will be optional for other students.

Middle School: Leopard Time Overview

- Students must be in good standing with grades and behavior to enjoy all Leopard Time opportunities.
- Students will eat their lunch during one of the 30 minute blocks of time and will have access to a second activity during the other block of time.
- Students will receive information and expectations at the beginning of the school year with a series of videos that they will watch during the first 3 weeks of school. There will also be informational videos for parents.

Co-Teach Classroom

DOUBLEBLOCKED

CENTER FOR ACADEMIC TRAINING

MTSS

Lab Class

ACADEMIC SUPPORT SYSTEMS FOR STUDENTS

Center for Academic Training (CAT)

PURPOSE

To build a system whereby struggling students become successful, independent learners.

- Skill building
- Study Skills
- Organizational Skills
- Fluid scheduling
- Offered during the school day
- Served by certified teachers
- Students are not scheduled, it is not a separate class
- Criteria for referring a student to access CAT
- Supports Tier 2 and Tier 3 Instruction

Lab Classes

PURPOSE

To provide additional support in identified content areas.

- Skill building in specific content areas
- RLA, Math, Social Studies, Science (LHS)
- RLA, Math (WSMS)
- Instructor is content specific
- Scheduled class
- Takes the place of an elective course
- Criteria for referral and placement
- Tier 2 and Tier 3 Interventions

Double-Blocked Classes

PURPOSE

To provide support and time in identified content areas.

- Good for students who need more practice and application
- Increase opportunities to spend extended time to develop understanding of concepts
- Not intended for completing homework or a study hall
- Intended for core content classes, not AP or GT classes
- Serves as the primary instruction of the content area
- Algebra 1, Algebra 2, Geometry and PreCal (LHS)
- Advanced Math (7th), Algebra 1 (8th)
- Criteria for referral and recommended placement

Co-Teach Classes

PURPOSE

Specially designed instructional support in the general education setting with a general education teacher and special education teacher.

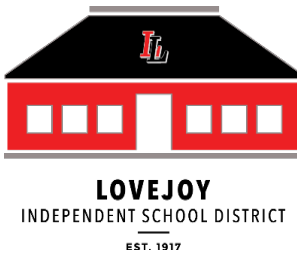
- Placement determination is an ARD committee decision
- Least restrictive environment to access modified and/or grade level instruction
- Bridge for students from resource setting to general education classroom setting
- Allows for small group instruction for all students
- Serves general education and students who receive services through special education.



QUESTIONS

12. Consider and Act on 2022-2023 Student Handbook and Code of Conduct

Presenter: Dr. Laurie Tinsley, Assistant Superintendent of Curriculum and Instruction



Lovejoy Independent School District Board of Trustees

Date of Meeting	July 18, 2022
Document Title	2022-2023 Student Code of Conduct
Presented For	<input checked="" type="checkbox"/> Board Action <input type="checkbox"/> Report/Review Only
Supporting Documents	<input type="checkbox"/> None <input checked="" type="checkbox"/> Attached <input type="checkbox"/> Provided Later
Administrator Responsible	Kevin Parker, Exec. Director of Student Services
Executive Summary	
<p>The Texas Education Code 37.001 requires the local Board of Trustees to adopt a Student Code of Conduct for the district annually. The 2022-2023 Lovejoy ISD Student Handbook and 2022-2023 Student Code of Conduct are being presented for Board consideration. The district has referenced the TASB Model Student Handbook during review and revisions of the student handbooks. Current policy, guidelines and regulation updates are reflected in the proposed 2022-2023 Student Handbook and Student Code of Conduct.</p>	
Fiscal Implications	
None	
Administrator Recommendation	
District administration recommends the approval of the proposed 2022-2023 LISD Student Code of Conduct.	
Board Priority	
Priority 3	

Lovejoy ISD will evaluate all areas which impact the student experience. A sustained focus on continual improvement in all aspects of district services remains a constant with the continued goal of providing the highest quality of learning experiences for our students. In support of organizational health and effectiveness, Lovejoy ISD will establish a plan for short and long-term financial sustainability. We will strategically balance financial decision-making with Lovejoy ISD's mission and commitment to the Lovejoy experience. A financial assessment, identification of priorities, and intentional decision-making will support strategic financial planning. Zero-based budgeting will be utilized and transparency will be prioritized.

Priority 5

Lovejoy ISD will continuously examine and analyze the best practices of implementation for safety and security; enhancing safety and protecting the positive learning environment and by ensuring the personal/social needs of Lovejoy students are addressed.

STUDENT CODE OF CONDUCT

2022-2023



LOVEJOY
INDEPENDENT SCHOOL DISTRICT

EST. 1917

If you have difficulty accessing the information in this document because of a disability, please contact Rodricka Taylor at 469.742.8000 or by email at Rodricka_Taylor@lovejoyisd.net.

ACKNOWLEDGMENT

Student Code of Conduct Electronic Distribution

Dear Student and Parent:

As required by state law, the Lovejoy ISD Board of Trustees has officially adopted the 2022-2023 Student Code of Conduct in order to promote a safe and orderly learning environment for every student.

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

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

Thank you.

Katie Kordel, Superintendent, Lovejoy ISD

We acknowledge that we have been offered the option to receive a paper copy of the Lovejoy ISD Student Code of Conduct for 2022-2023 school year or to electronically access it on the district's website at www.lovejoyisd.net. We understand students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the Code.

We have chosen to:

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

Print name of student: _____

Signature of student: _____

Print name of parent: _____

Signature of parent: _____

Date: _____

School: _____

Grade level: _____

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

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Lovejoy ISD

Student Code of Conduct

Accessibility

If you have difficulty accessing the information in this document because of disability, please contact Rodricka Taylor at 469-742-8000 or by email at Rodricka_Taylor@lovejoyisd.net.

Purpose

The Student Code of Conduct (“Code”), as required by Chapter 37 of the Texas Education Code, provides methods and options for managing student behavior, preventing and intervening in student discipline problems, and imposing discipline.

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

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

In accordance with state law, the Code shall be posted at each school campus or shall be available for review at the campus principal’s office. Additionally, the Code shall be available at the campus behavior coordinator’s office and posted on the district’s website. Parents shall be notified of any conduct violation that may result in a student being suspended, placed in a DAEP or JJAEP, expelled, or taken into custody by a law enforcement officer under Chapter 37 of the Education Code.

Because the Student Code of Conduct is adopted by the district’s board of trustees, it has the force of policy. In the event of a conflict between the Code and the Student Handbook, the Code shall prevail.

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

School District Authority and Jurisdiction

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

The district has disciplinary authority over a student:

1. During the regular school day;
2. While the student is traveling on district transportation;
3. At any school-related activity, regardless of time or location;
4. For any school-related misconduct, regardless of time or location;
5. When retaliation against a school employee, board member, or volunteer occurs or is

threatened, regardless of time or location;

6. When a student engages in cyberbullying, as defined by Education Code 37.0832;
7. When criminal mischief is committed on or off school property or at a school-related event;
8. For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line;
9. For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas;
10. When the student commits a felony, as provided by Education Code 37.006 or 37.0081; and
11. When the student is required to register as a sex offender.

Threat Assessment and Safe and Supportive School Team

The principal or other appropriate administrator will work closely with the campus threat assessment safe and supportive school team to implement the district's threat assessment policy and procedures, as required by law, and shall take appropriate disciplinary action in accordance with the Code.

Searches

District officials may conduct searches of students, their belongings, and their vehicles in accordance with state and federal law and district policy. Searches of students shall be conducted in a reasonable and nondiscriminatory manner. Refer to the district's policies at FNF(LEGAL) and FNF(LOCAL) for more information regarding investigations and searches.

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

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice.

Reporting Crimes

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

Security Personnel

To support the security and protection of students, staff, and property, the board employs security personnel. In accordance with law, the board has coordinated with the campus administrator and other district employees to ensure appropriate school safety duties are assigned to security staff.

“Parent” Defined

Throughout the Code of Conduct and related discipline policies, the term “parent” includes a parent, legal guardian, or other person having lawful control of the child.

Participating in Graduation Activities

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

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

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

Unauthorized Persons

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

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

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL), as appropriate. However, the timelines for the district's grievance procedures shall be adjusted as necessary to permit the person to address the board in person within 90 calendar days, unless the complaint is resolved before a board hearing.

See **DAEP—Restrictions During Placement** on page 16 for information regarding a student assigned to DAEP at the time of graduation.

Standards for Student Conduct

Each student is expected to:

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

General Conduct Violations

The categories of conduct below are prohibited at school, in vehicles owned or operated by the district, and at all school-related activities, but the list does not include the most severe offenses. In the subsequent sections on **Out-of-School Suspension** on page 11, **DAEP Placement** on page 12, **Placement and/or Expulsion for Certain Offenses** on page 18, and **Expulsion** on page 20, those offenses that require or permit specific consequences are listed. Any offense, however, may be severe enough to result in **Removal from the Regular Educational Setting** as detailed on page 10.

Disregard for Authority

Students shall not:

- Fail to comply with directives given by school personnel.
- Leave school grounds or school-sponsored events without permission.
- Disobey rules for conduct in district vehicles.
- Refuse to accept discipline or consequence assigned by a teacher or principal.

Mistreatment of Others

Students shall not:

- Use profanity or vulgar language or make obscene gestures.
- Fight or scuffle. (For assault, see **DAEP—Placement and/or Expulsion for Certain Offenses** on page 18.)
- Threaten a district student, employee, or volunteer, including off school property if the conduct causes a substantial disruption to the educational environment.
- Engage in bullying, cyberbullying, harassment, or making hit lists. (See **glossary** for all four terms.)
- Release or threaten to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.
- Engage in sexual or gender-based harassment or sexual abuse, whether by word, gesture, or any other conduct directed toward another person, including a district student, employee, board member, or volunteer.
- Engage in conduct that constitutes dating violence. (See **glossary**.)
- Engage in inappropriate or indecent exposure of private body parts.
- Participate in hazing. (See **glossary**.)
- Coerce an individual to act through the use or threat of force.
- Commit extortion or blackmail.
- Engage in inappropriate verbal, physical, or sexual conduct directed toward another person, including a district student, employee, or volunteer.
- Record the voice or image of another without the prior consent of the individual being recorded or in any way that disrupts the educational environment or invades the privacy of others.
- Post content to social media that substantially disrupts the conduct of classes or other school activities.

Property Offenses

Students shall not:

- Damage or vandalize property owned by others. (For felony criminal mischief, see **DAEP—Placement and/or Expulsion for Certain Offenses** on page 18.)
- Deface or damage school property, including textbooks, technology and electronic resources, lockers, furniture, and other equipment, with graffiti or by other means.
- Steal from students, staff, or the school.
- Commit or assist in a robbery or theft, even if it does not constitute a felony according to the Penal Code. (For felony robbery, aggravated robbery, and theft, see **DAEP— Placement**

and/or Expulsion for Certain Offenses on page 18.)

- Enter, without authorization, district facilities that are not open for operations.

Possession of Prohibited Items

Students shall not possess or use:

- Fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device;
- A razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person
- A “look-alike” weapon that is intended to be used as a weapon or could reasonably be perceived as a weapon;
- An air gun or BB gun;
- Ammunition;
- A hand instrument designed to cut or stab another by being thrown;
- A firearm silencer or suppressor;
- *A location-restricted knife;
- *A club;
- *A firearm;
- A stun gun;
- Knuckles;
- A pocket knife or any other small knife;
- Mace or pepper spray;
- Pornographic material;
- Tobacco products, cigarettes, e-cigarettes, and any component, part, or accessory for an e-cigarette device;
- Matches or a lighter;
- A laser pointer, unless it is for an approved use; or
- Any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists.
- Counterfeit money or other money that imitates real bills

*For weapons and firearms, see **DAEP—Placement and/or Expulsion for Certain Offenses** on page 18. In many circumstances, possession of these items is punishable by mandatory expulsion under federal or state law.

Possession of Telecommunications or Other Electronic Devices

Students shall not:

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

Confiscation

District employees may confiscate telecommunications devices, including mobile telephones, used in violation of applicable campus rules.

Notice of Confiscation

The parent shall be notified within three school days after the device is confiscated.

Illegal, Prescription, and Over-the-Counter Drugs

A student possessing, consuming, or having consumed drugs/alcohol on the way to or from school, while at school, a school function, or in adjacent area to school will be considered as having a drug/alcohol offense (the term “drug” includes a prescription or over-the-counter drug that has not been placed in the nurse’ office with the parent’s instructions, or carried per state law with the correct Lovejoy ISD forms). Possession of drug paraphernalia will be considered an offense. Student vehicles and lockers may be searched periodically for alcohol, narcotics, or other potentially dangerous substances/drugs.

Students shall not:

- Possess, use, give, or sell alcohol or an illegal drug. (Also see **DAEP Placement** on page 12 and **Expulsion** on page 20 for mandatory and permissive consequences under state law.)
- Possess or sell seeds or pieces of marijuana in less than a usable amount.
- Possess, use, give, or sell paraphernalia related to any prohibited substance. (See **glossary** for “paraphernalia
- Possess, use, abuse, or sell look-alike drugs or attempt to pass items off as drugs or contraband.
- Abuse the student’s own prescription drug, give a prescription drug to another student, or possess or be under the influence of another person’s prescription drug on school property or at a school-related event. (See **glossary** for “abuse.”)
- Abuse over-the-counter drugs. (See **glossary** for “abuse.”)
- Be under the influence of prescription or over-the-counter drugs that cause impairment to the body or mind. (See **glossary** for “under the influence.”)
- Have or take prescription drugs or over-the-counter drugs at school other than as provided by district policy
- Possesses, uses, or is under the influence of restricted smoking material on school property or at school-related or school-sanctioned activities on or off school property. “*Restricted Smoking Material*” includes, but is not limited to, any substance, however marketed, which can reasonably be converted for smoking purposes whether it is presented as incense, tobacco, herbs, spices or any blend thereof, including, but not limited to, materials marketed as, but not limited to, the following: electronic cigarettes, vaporless cigarettes, K-2, K-2 Summit, K-2 Sex, Genie, DaScents Zohai, Sage, Spice, KO Knock-Out 2, Spice Gold, Spice Diamond, Yucatan Fire, Solar Flare, Pep Spice, Fire N’ Ice, Black Mamba, Red V, Blaze, Dawn, and Saliva Divinorum.
- “Electronic cigarette” means any electronic oral device, such as one composed of a heating element, battery, and/or electronic circuit, which provides a vapor of nicotine or any other substances for inhalation. The term shall include any such device, whether manufactured, distributed, marketed, or sold as an e-cigarette, e-cigar, e-pipe, or under any other product name or descriptor.

Misuse of Technology Resources and the Internet

Students shall not:

- Violate policies, rules, or agreements signed by the student or the student’s parent regarding the use of technology resources.
- Attempt to access or circumvent passwords or other security-related information of the district, students, or employees or upload or create computer viruses, including off school

property if the conduct causes a substantial disruption to the educational environment.

- Attempt to alter, destroy, or disable district technology resources including, but not limited to, computers and related equipment, district data, the data of others, or other networks connected to the district's system, including off school property if the conduct causes a substantial disruption to the educational environment.
- Use the internet or other electronic communications to threaten or harass district students, employees, board members, or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Send, post, deliver, or possess electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including cyberbullying and "sexting," either on or off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Use the internet or other electronic communication to engage in or encourage illegal behavior or threaten school safety, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.

Safety Transgressions

Students shall not:

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

Miscellaneous Offenses

Students shall not:

- Violate dress and grooming standards as communicated in the Student Handbook.
- Engage in academic dishonesty, which includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination.
- Gamble.
- Falsify records, passes, or other school-related documents.
- Engage in actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Repeatedly violate other communicated campus or classroom standards of conduct. The district may impose campus or classroom rules in addition to those found in the Code.

These rules may be posted in classrooms or given to the student and may or may not constitute violations of the Code.

Discipline Management Techniques

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

Students with Disabilities

The discipline of students with disabilities is subject to applicable state and federal law in addition to the Student Code of Conduct. In the event of any conflict, the district shall comply with federal law. For more information regarding discipline of students with disabilities, see policy FOF(LEGAL).

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

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

Techniques

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

- Verbal correction, oral or written.
- Cooling-off time or a brief "time-out" period, in accordance with law.
- Seating changes within the classroom or vehicles owned or operated by the district.
- Temporary confiscation of items that disrupt the educational process.
- Rewards or demerits.
- Behavioral contracts.
- Counseling by teachers, school counselors, or administrative personnel.
- Parent-teacher conferences.
- Behavior coaching.
- Anger management classes.
- Mediation (victim-offender).
- Classroom circles.
- Family group conferencing.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.
- Detention, including outside regular school hours.
- Sending the student to the office, another assigned area, or to in-school suspension.
- Assignment of school duties, such as cleaning or picking up litter.
- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for

seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.

- Penalties identified in student organizations' extracurricular standards of behavior.
- Restriction or revocation of district transportation privileges.
- School-assessed and school-administered probation.
- Out-of-school suspension, as specified in **Out-of-School Suspension** on page 11.
- Placement in a DAEP, as specified in **DAEP** on page 12.
- Expulsion and/or placement in an alternative educational setting, as specified in **Placement and/or Expulsion for Certain Offenses** on page 18.
- Expulsion, as specified in **Expulsion** on page 20.
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.
- Other strategies and consequences as determined by school officials.

Notification

The principal or appropriate administrator shall promptly notify a student's parent by phone or in person of any violation that may result in in-school or out-of-school suspension, placement in a DAEP, placement in a JJAEP, or expulsion. The principal or appropriate administrator shall also notify a student's parent if the student is taken into custody by a law enforcement officer under the disciplinary provisions of the Education Code.

A good-faith effort shall be made to provide written notice of the disciplinary action to the student, on the day the action was taken, for delivery to the student's parent. If the parent has not been reached by telephone or in person by 5:00 p.m. of the first business day after the day the disciplinary action was taken, the principal or appropriate administrator shall send written notification by U.S. Mail. If the principal or appropriate administrator is not able to provide notice to the parent, the principal or designee shall provide the notice.

Before the principal or appropriate administrator assigns a student under age 18 to detention outside regular school hours, notice shall be given to the student's parent to inform him or her of the reason for the detention and permit arrangements for necessary transportation.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the teacher or campus administration, as appropriate. Appeals or complaints regarding the use of specific discipline management techniques should be addressed in accordance with policy FNG(LOCAL). A copy of the policy may be obtained from the principal's office, the campus behavior coordinator's office, or the central administration office or online at <https://pol.tasb.org/Home/Index/319>.

The district shall not delay a disciplinary consequence while a student or parent pursues a grievance. In the instance of a student who is accused of conduct that meets the definition of sexual harassment as defined by Title IX, the district will comply with applicable federal law, including the Title IX formal complaint process. See policies FFH(LEGAL) and (LOCAL).

Removal from the School Bus

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

To transport students safely, the vehicle operator must focus on driving and not be distracted by student misbehavior. Therefore, when appropriate disciplinary management techniques fail to improve student behavior or when specific misconduct warrants immediate removal, the principal may restrict or revoke a student's transportation privileges, in accordance with law.

Parental questions or complaints regarding bus disciplinary measures taken by the campus administrator will be addressed only by the campus administrator as appropriate. All student management consequences, up to and including out of school bus suspension, is only appealable to the transportation administrator. Consequences will not be deferred pending the outcome of a grievance.

Removal from the Regular Educational Setting

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

Routine Referral

A routine referral occurs when a teacher sends a student to the principal or appropriate administrator's office as a discipline management technique. The principal or appropriate administrator shall employ alternative discipline management techniques, including progressive interventions. A teacher or administrator may remove a student from class for behavior that violates this Code to maintain effective discipline in the classroom.

Formal Removal

A teacher may initiate a formal removal from class if:

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

Within three school days of the formal removal, the campus principal or appropriate administrator shall schedule a conference with the student's parent, the student, the teacher who removed the student from class, and any other appropriate administrator.

At the conference, the campus principal or appropriate administrator shall inform the student of the alleged misconduct and the proposed consequences. The student shall have an opportunity to respond to the allegations.

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

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

A teacher or administrator must remove a student from class if the student engages in behavior that under the Education Code requires or permits the student to be placed in a DAEP or expelled. When removing for those reasons, the procedures in the subsequent sections on DAEP or expulsion shall be followed.

Returning a Student to the Classroom

A student who has been formally removed from class by a teacher for conduct against the teacher containing the elements of assault, aggravated assault, sexual assault, or aggravated

sexual assault may not be returned to the teacher's class without the teacher's consent.

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

Out-of-School Suspension

Misconduct

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

The district shall not use out-of-school suspension for students in grade 2 or below unless the conduct meets the requirements established in law.

A student below grade 3 or a student who is homeless shall not be placed in out-of-school suspension unless, while on school property or while attending a school-sponsored or school-related activity on or off school property, the student engages in:

- Conduct that contains the elements of a weapons offense, as provided in Penal Code sections 46.02 or 46.05;
- Conduct that contains the elements of assault, sexual assault, aggravated assault, or aggravated sexual assault, as provided by the Penal Code; or
- Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of marijuana, an alcoholic beverage, or a controlled substance or dangerous drug as defined by federal or state law.

The district shall use a positive behavior program as a disciplinary alternative for students below grade 3 who commit general conduct violations instead of suspension or placement in a DAEP. The program shall meet the requirements of law.

Process

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

Before being suspended a student shall have an informal conference with the principal or appropriate administrator, who shall inform the student of the alleged misconduct and give the student an opportunity to respond to the allegation before the administrator makes a decision.

The principal or appropriate administrator shall determine the number of days of a student's suspension, not to exceed three school days.

In deciding whether to order out-of-school suspension, the principal or appropriate administrator shall take into consideration:

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

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

Disciplinary Alternative Education Program (DAEP) Placement

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

For purposes of DAEP, elementary classification shall be kindergarten–grade 6 and secondary classification shall be grades 7–12.

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

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

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

Discretionary Placement: Misconduct That May Result in DAEP Placement

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

Misconduct Identified in State Law

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

- Engaging in bullying that encourages a student to commit or attempt to commit suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent.
- Involvement in a public school fraternity, sorority, or secret society, or gang including participating as a member or pledge, or soliciting another person to become a pledge or member of a public school fraternity, sorority, secret society, or gang. (See **glossary**.)
- Involvement in criminal street gang activity. (See **glossary**.)
- Any criminal mischief, including a felony.
- Assault (no bodily injury) with threat of imminent bodily injury.
- Assault by offensive or provocative physical contact.

In accordance with state law, a student **may** be placed in a DAEP if the superintendent or the superintendent's designee has reasonable belief (see **glossary**) that the student engaged in conduct punishable as a felony, other than aggravated robbery or those listed as offenses in

Title 5 (see **glossary**) of the Penal Code, that occurs off school property and not at a school-sponsored or school-related event, if the student's presence in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process.

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

Mandatory Placement: Misconduct That Requires DAEP Placement

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

- Engages in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school. (See **glossary**.)
- Commits the following offenses on school property, within 300 feet of school property as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:
 - Engages in conduct punishable as a felony.
 - Commits an assault (see **glossary**) under Penal Code 22.01(a)(1).
 - Sells, gives, or delivers to another person or possesses, uses, or is under the influence of marijuana, a controlled substance, or a dangerous drug in an amount not constituting a felony offense. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision. (School-related felony drug offenses are addressed in **Expulsion** on page 20.) (See **glossary** for "under the influence" "controlled substance," and "dangerous drug.")
 - Sells, gives, or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of alcohol; or possesses, uses, or is under the influence of alcohol, if the conduct is not punishable as a felony offense. (School-related felony alcohol offenses are addressed in **Expulsion** on page 20.)
 - Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals.
 - Behaves in a manner that contains the elements of the offense of public lewdness or indecent exposure. (See **glossary**.)
 - Engages in conduct that contains the elements of an offense of harassment against an employee under Penal Code 42.07(a)(1), (2), (3), or (7).
- Engages in expellable conduct and is between six and nine years of age.
- Commits a federal firearms violation and is younger than six years of age.
- Engages in conduct that contains the elements of the offense of retaliation against any school employee or volunteer on or off school property. (Committing retaliation in combination with another expellable offense is addressed in **Expulsion** on page 20.)
- Engages in conduct punishable as aggravated robbery or a felony listed under Title 5 (see **glossary**) of the Penal Code when the conduct occurs off school property and not at a school-sponsored or school-related event and:
 1. The student receives deferred prosecution (see **glossary**),
 2. A court or jury finds that the student has engaged in delinquent conduct (see **glossary**), or
 3. The superintendent or designee has a reasonable belief (see **glossary**) that the student engaged in the conduct.

Sexual Assault and Campus Assignments

A student shall be transferred to another campus if:

- The student has been convicted of continuous sexual abuse of a young child or disabled individual or convicted of or placed on deferred adjudication for sexual assault or aggravated sexual assault against another student on the same campus; and
- The victim's parent or another person with the authority to act on behalf of the victim requests that the board transfer the offending student to another campus.

If there is no other campus in the district serving the grade level of the offending student, the offending student shall be transferred to a DAEP.

Process

Removals to a DAEP shall be made by the principal or appropriate administrator.

Conference

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

At the conference, the campus principal or appropriate administrator shall provide the student:

- Information, orally or in writing, of the reasons for the removal;
- An explanation of the basis for the removal; and
- An opportunity to respond to the reasons for the removal.

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

Consideration of Mitigating Factors

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

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

Placement Order

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

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

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

Coursework Notice

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

Length of Placement

The appropriate campus administrator shall determine the duration of a student's placement in a DAEP.

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

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

Unless otherwise specified in the placement order, days absent from a DAEP shall not count toward fulfilling the total number of days required in a student's DAEP placement order.

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

Exceeds One Year

Placement in a DAEP may exceed one year when a review by the district determines that the student is a threat to the safety of other students or to district employees.

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

Exceeds School Year

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

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

1. The student's presence in the regular classroom or campus presents a danger of physical harm to the student or others, or

2. The student has engaged in serious or persistent misbehavior (see **glossary**) that violates the district's Code.

Exceeds 60 Days

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

Appeals

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

Student or parent appeals regarding a student's placement in a DAEP should be addressed in accordance with policy FNG(LOCAL). A copy of this policy may be obtained from the principal's office, the campus principal or appropriate administrator, the central administration office, or online at the following address: <https://pol.tasb.org/Home/Index/319>.

Appeals shall begin at *Level Two* with the *Executive Director of Student Services*.

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

Restrictions During Placement

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

A student placed in a DAEP shall not be provided transportation unless he or she is a student with a disability who is entitled to transportation in accordance with the student's individualized education program (IEP) or Section 504 plan.

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

Placement Review

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

Additional Misconduct

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

Notice of Criminal Proceedings

When a student is placed in a DAEP for certain offenses, the office of the prosecuting attorney shall notify the district if:

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

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

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

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

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

Withdrawal During Process

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

Newly Enrolled Students

The district shall decide on a case-by-case basis whether to continue the placement of a student who enrolls in the district and was assigned to a DAEP in an open-enrollment charter school or another district including a district in another state. The district may place the student in the district's DAEP or a regular classroom setting.

When a student enrolls in the district with a DAEP placement from a district in another state, the district has the right to place the student in DAEP to the same extent as any other newly

enrolled student if the behavior committed is a reason for DAEP placement in the receiving district.

State law requires the district to reduce a placement imposed by a district in another state that exceeds one year so that the total placement does not exceed one year. After a review, however, the placement may be extended beyond a year if the district determines that the student is a threat to the safety of other students or employees or the extended placement is in the best interest of the student.

Emergency Placement Procedure

When an emergency placement is necessary because the student's behavior is so unruly, disruptive, or abusive that it seriously interferes with classroom or school operations, the student shall be given oral notice of the reason for the action. Not later than the tenth day after the date of the placement, the student shall be given the appropriate conference required for assignment to a DAEP.

Transition Services

In accordance with law and district procedures, campus staff shall provide transition services to a student returning to the regular classroom from an alternative education program, including a DAEP. See policy FOCA(LEGAL) for more information.

Placement and/or Expulsion for Certain Offenses

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

Registered Sex Offenders

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

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

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

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

Review Committee

At the end of the first semester of a student's placement in an alternative educational setting and before the beginning of each school year for which the student remains in an alternative placement, the district shall convene a committee, in accordance with state law, to review the student's placement. The committee shall recommend whether the student should return to the

regular classroom or remain in the placement. Absent a special finding, the board or its designee must follow the committee's recommendation.

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

Newly Enrolled Students

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

Appeal

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

Certain Felonies

Regardless of whether placement or expulsion is required or permitted by one of the reasons in the DAEP Placement or Expulsion sections, in accordance with Education Code 37.0081, a student may be expelled and placed in either DAEP or JJAEP if the board or campus administrator makes certain findings and the following circumstances exist in relation to aggravated robbery or a felony offense under Title 5 (see **glossary**) of the Penal Code. The student must:

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

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

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

Hearing and Required Findings

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

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

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

Length of Placement

The student is subject to the placement until:

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

Placement Review

A student placed in a DAEP or JJAEP under this section is entitled to a review of his or her status, including academic status, by the appropriate administrator or board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall have the opportunity to present arguments for the student's return to the regular classroom or campus.

Newly Enrolled Students

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

Expulsion

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

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

Discretionary Expulsion: Misconduct That May Result in Expulsion

Some of the following types of misconduct may result in mandatory placement in a DAEP, whether or not a student is expelled. (See **DAEP Placement** on page 12.)

Any Location

A student **may** be expelled for:

- Engaging in bullying that encourages a student to commit or attempt to commit suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or of a student who is

18 years of age or older without the student's consent.

- Conduct that contains the elements of assault under Penal Code 22.01(a)(1) in retaliation against a school employee or volunteer.
- Criminal mischief, if punishable as a felony.
- Engaging in conduct that contains the elements of one of the following offenses against another student:
 - Aggravated assault.
 - Sexual assault.
 - Aggravated sexual assault.
 - Murder.
 - Capital murder.
 - Criminal attempt to commit murder or capital murder.
 - Aggravated robbery.
- Breach of computer security. (See **glossary**.)
- Engaging in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school.

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

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

- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, or a dangerous drug, if the conduct is not punishable as a felony. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision. (See **glossary** for "under the influence.")
- Selling, giving, or delivering another person, or possessing, using, or being under the influence of alcohol; or committing a serious act or offense while under the influence of alcohol, if the conduct is not punishable as a felony.
- Engaging in conduct that contains the elements of an offense relating to abusable volatile chemicals.
- Engaging in conduct that contains the elements of assault under Penal Code 22.01(a)(1) against an employee or a volunteer.
 - Engaging in deadly conduct. (See **glossary**.)

Within 300 Feet of School

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

- Aggravated assault, sexual assault, or aggravated sexual assault.
- Arson. (See **glossary**.)
- Murder, capital murder, or criminal attempt to commit murder or capital murder.

- Indecency with a child.
- Aggravated kidnapping.
- Manslaughter.
- Criminally negligent homicide.
- Aggravated robbery.
- Continuous sexual abuse of a young child or disabled individual.
- Felony drug- or alcohol-related offense.
- Unlawfully carrying on or about the student's person a handgun or a location-restricted knife, as these terms are defined by state law. (See **glossary**.)
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined by state law. (See **glossary**.)
- Possession of a firearm, as defined by federal law. (See

glossary.) Property of Another District

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

While in a DAEP

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

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

Mandatory Expulsion: Misconduct That Requires Expulsion

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

Under Federal Law

- Bringing to school or possessing at school, including any setting that is under the district's control or supervision for the purpose of a school activity, a firearm, as defined by federal law. (See **glossary**.)

Note: Mandatory expulsion under the federal Gun Free Schools Act does not apply to a firearm that is lawfully stored inside a locked vehicle or to firearms used in activities approved and authorized by the district when the district has adopted appropriate safeguards to ensure

student safety.

Under the Penal Code

- Unlawfully carrying on or about the student's person the following, in the manner prohibited by Penal Code 46.02:
- A handgun, defined by state law as any firearm designed, made, or adapted to be used with one hand. (See **glossary**.) *Note:* A student may not be expelled solely on the basis of the student's use, exhibition, or possession of a firearm that occurs at an approved target range facility that is not located on a school campus; while participating in or preparing for a school-sponsored, shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife Department; or a shooting sports sanctioning organization working with the department. [See policy FNCG(LEGAL).]
- A location-restricted knife, as defined by state law. (See **glossary**.)
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined in state law. (See **glossary**.)
- Behaving in a manner that contains elements of the following offenses under the Penal Code:
 - Aggravated assault, sexual assault, or aggravated sexual assault.
 - Arson. (See **glossary**.)
 - Murder, capital murder, or criminal attempt to commit murder or capital murder.
 - Indecency with a child.
 - Aggravated kidnapping.
 - Aggravated robbery.
 - Manslaughter.
 - Criminally negligent homicide.
 - Continuous sexual abuse of a young child or disabled individual.
 - Behavior punishable as a felony that involves selling, giving, or delivering to another person or possessing, using, or being under the influence of marijuana, a controlled substance, a dangerous drug, or alcohol, or committing a serious act or offense while under the influence of alcohol.
- Engaging in retaliation against a school employee or volunteer combined with one of the above-listed mandatory expulsion offenses

Under Age Ten

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

Process

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

Until a hearing can be held, the campus behavior coordinator or other administrator may place the student in:

- Another appropriate classroom.

- In-school suspension.
- Out-of-school suspension.
- DAEP.

Hearing

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

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

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

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

Board Review of Expulsion

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

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

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

Expulsion Order

Before ordering the expulsion, the board or campus behavior coordinator shall take into consideration:

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

If the student is expelled, the board or its designee shall deliver to the student and the student's parent a copy of the order expelling the student.

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

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

Length of Expulsion

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

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

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

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

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

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

Withdrawal During Process

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

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

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

Additional Misconduct

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

Restrictions During Expulsion

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

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

Newly Enrolled Students

The district shall decide on a case-by-case basis the placement of a student who is subject to an expulsion order from another district or an open-enrollment charter school upon enrollment in the district.

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

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

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

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

Emergency Expulsion Procedures

When an emergency expulsion is necessary to protect persons or property from imminent harm, the student shall be given verbal notice of the reason for the action. Within ten days after the date of the emergency expulsion, the student shall be given appropriate due process required for a student facing expulsion.

DAEP Placement of Expelled Students

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

Transition Services

In accordance with law and district procedures, campus staff shall provide transition services for a student returning to the regular classroom from placement in an alternative education program, including a DAEP or JJAEP. See policies FOCA(LEGAL) and FODA(LEGAL) for more information.

Glossary

Abuse is improper or excessive use.

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

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

Armor-piercing ammunition is defined by Penal Code 46.01 as handgun ammunition used in pistols and revolvers and designed primarily for the purpose of penetrating metal or body armor.

Arson is defined in part by Penal Code 28.02 as a crime that involves:

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

Assault is defined in part by Penal Code 22.01 as intentionally, knowingly, or recklessly causing

bodily injury to another; intentionally or knowingly threatening another with imminent bodily injury; or intentionally or knowingly causing physical contact with another that can reasonably be regarded as offensive or provocative.

Breach of computer security includes knowingly accessing a computer, computer network, or computer system without the effective consent of the owner as defined in Penal Code 33.02, if the conduct involves accessing a computer, computer network, or computer system owned by or operated on behalf of a school district and the student knowingly alters, damages, or deletes

school district property or information or commits a breach of any other computer, computer network, or computer system.

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

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

Bullying includes cyberbullying. (See below.) This state law on bullying prevention applies to:

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

Chemical dispensing device is defined by Penal Code 46.01 as a device designed, made, or adapted for the purpose of dispensing a substance capable of causing an adverse psychological or physiological effect on a human being. A small chemical dispenser sold commercially for personal protection is not in this category.

Club is defined by Penal Code 46.01 as an instrument, specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, and includes but is not limited to a blackjack, nightstick, mace, and tomahawk

Controlled substance means a substance, including a drug, an adulterant, and a dilutant, listed in Schedules I through V or Penalty Group 1, 1-A, 1-B, 2, 2-A, 3, or 4 of the Texas Controlled Substances Act. The term includes the aggregate weight of any mixture, solution, or other substance containing a controlled substance. The term does not include hemp, as defined by Agriculture Code 121.001, or the tetrahydrocannabinols (THC) in hemp.

Criminal street gang is defined by Penal Code 71.01 as three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of criminal activities.

Cyberbullying is defined by Education Code 37.0832 as bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an internet website, or any other internet-based communication tool.

Dangerous drug is defined by Health and Safety Code 483.001 as a device or a drug that is unsafe for self-medication and that is not included in Schedules I through V or Penalty Groups 1 through 4 of the Texas Controlled Substances Act. The term includes a device or drug that federal law prohibits dispensing without prescription or restricts to use by or on the order of a licensed veterinarian.

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

Deadly conduct under Penal Code 22.05 occurs when a person recklessly engages in conduct that places another in imminent danger of serious bodily injury, such as knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

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

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

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

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

E-cigarette means an electronic cigarette or any other device that simulates smoking by using a mechanical heating element, battery, or electronic circuit to deliver nicotine or other substances to the individual inhaling from the device or a consumable liquid solution or other material aerosolized or vaporized during the use of an electronic cigarette or other device described by this provision. The term includes any device that is manufactured, distributed, or sold as an e-cigarette, e-cigar, or e-pipe or under another product name or description and a component, part, or accessory for the device, regardless of whether the component, part, or accessory is sold separately from the device.

Explosive weapon is defined by Penal Code 46.01 as any explosive or incendiary bomb, grenade, rocket, or mine and its delivery mechanism that is designed, made, or adapted for the purpose of inflicting serious bodily injury, death, or substantial property damage, or for the principal purpose of causing such a loud report as to cause undue public alarm or terror.

False alarm or report under Penal Code 42.06 occurs when a person knowingly initiates, communicates, or circulates a report of a present, past, or future bombing, fire, offense, or other emergency that he or she knows is false or baseless and that would ordinarily:

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

Firearm is defined by federal law (18 U.S.C. 921(a)) as:

1. Any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive;
2. The frame or receiver of any such weapon;
3. Any firearm muffler or firearm silencer, defined as any device for silencing, muffling, or diminishing the report of a portable firearm; or
4. Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade. Such term does not include an antique firearm.

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

Handgun is defined by Penal Code 46.01 as any firearm that is designed, made, or adapted to be fired with one hand.

Harassment includes:

1. Conduct that meets the definition established in district policies DIA(LOCAL) and FFH(LOCAL);
2. Conduct that threatens to cause harm or bodily injury to another person, including a district student, employee, board member, or volunteer; is sexually intimidating; causes physical damage to the property of another student; subjects another student to physical confinement or restraint; or maliciously and substantially harms another student's physical or emotional health or safety, as defined in Education Code 37.001(b)(2); or
3. Conduct that is punishable as a crime under Penal Code 42.07, including the following types of conduct if carried out with the intent to harass, annoy, alarm, abuse, torment, or embarrass another:
 - a. Initiating communication and, in the course of the communication, making a comment, request, suggestion, or proposal that is obscene, as defined by law;
 - b. Threatening, in a manner reasonably likely to alarm the person receiving the threat, to inflict bodily injury on the person or to commit a felony against the person, a member of the person's family or household, or the person's property;
 - c. Conveying, in a manner reasonably likely to alarm the person receiving the report, a false report, which is known by the conveyor to be false, that another person has suffered death or serious bodily injury;
 - d. Sending repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another; and
 - e. Publishing on an internet website, including a social media platform, repeated electronic communications in a manner reasonably likely to cause emotional distress, abuse, or torment to another person, unless the communications are made in connection with a matter of public concern, as defined by law.

Hazing is defined by Education Code 37.151 as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, directed against a student for the

purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in a student organization if the act meets the elements in Education Code 37.151, including:

1. Any type of physical brutality;
2. An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;
3. An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; or
4. Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated. **Hit list** is defined in Education Code 37.001(b)(3) as a list of people targeted to be harmed, using a firearm, a knife, or any other object to be used with intent to cause bodily harm.

Improvised explosive device is defined by Penal Code 46.01 as a completed and operational bomb designed to cause serious bodily injury, death, or substantial property damage that is fabricated in an improvised manner using nonmilitary components.

Indecent exposure is defined by Penal Code 21.08 as an offense that occurs when a person exposes the person's anus or any part of the person's genitals with intent to arouse or gratify the sexual desire of any person, and is reckless about whether another is present who will be offended or alarmed by the act.

Intimate visual material is defined by Civil Practices and Remedies Code 98B.001 and Penal Code 21.16 as visual material that depicts a person with the person's intimate parts exposed or engaged in sexual conduct. "Visual material" means any film, photograph, video tape, negative, or slide of any photographic reproduction or any other physical medium that allows an image to be displayed on a computer or other video screen and any image transmitted to a computer or other video screen.

Location-restricted knife is defined by Penal Code 46.01 as a knife with a blade over five and one-half inches.

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

Look-alike weapon means an item that resembles a weapon but is not intended to be used to cause serious bodily injury.

Machine gun as defined by Penal Code 46.01 is any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

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

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

Possession means to have an item on one's person or in one's personal property, including, but not limited to:

1. Clothing, purse, or backpack;
2. A private vehicle used for transportation to or from school or school-related activities, including, but not limited to, an automobile, truck, motorcycle, or bicycle;
3. Telecommunications or electronic devices; or
4. Any school property used by the student, including, but not limited to, a locker or desk.

Prohibited weapon under Penal Code 46.05(a) means:

1. The following items, unless registered with the U.S. Bureau of Alcohol, Tobacco, Firearms, and Explosives or otherwise not subject to that registration requirement or unless the item is classified as a curio or relic by the U.S. Department of Justice: An explosive weapon;
 - a. A machine gun;
 - b. A short-barrel firearm;
2. Armor-piercing ammunition;
3. A chemical dispensing device;
4. A zip gun;
5. A tire deflation device; or
6. An improvised explosive device.

Public Lewdness is defined by Penal Code 21.07 as an offense that occurs when a person knowingly engages in an act of sexual intercourse, deviate sexual intercourse, or sexual contact in a public place or, if not in a public place, when the person is reckless about whether another is present who will be offended or alarmed by the act.

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

Reasonable belief is that which an ordinary person of average intelligence and sound mind would believe. Chapter 37 requires certain disciplinary decisions when the superintendent or designee has a reasonable belief that a student engaged in conduct punishable as a felony offense. In forming such a reasonable belief, the superintendent or designee may use all available information, including the notice of a student's arrest under Code of Criminal Procedure Article 15.27.

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

Serious misbehavior means:

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

- a. Public lewdness under Penal Code 21.07;
- b. Indecent exposure under Penal Code 21.08;
- c. Criminal mischief under Penal Code 28.03;
- d. Hazing under Education Code 37.152; or
- e. Harassment under Penal Code 42.07(a)(1) of a student or district employee.

Serious or persistent misbehavior includes, but is not limited to:

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

Short-barrel firearm is defined by Penal Code 46.01 as a rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun that, as altered, has an overall length of less than 26 inches.

Terroristic threat is defined by Penal Code 22.07 as a threat of violence to any person or property with intent to:

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

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

Title 5 felonies are those crimes listed in Title 5 of the Penal Code that typically involve injury to a person and may include:

- Murder, manslaughter, or homicide under Sections 19.02–.05;

- Kidnapping under Section 20.03;
- Trafficking of persons under Section 20A.02;
- Smuggling or continuous smuggling of persons under Sections 20.05–.06;
- Assault under Section 22.01;
- Aggravated assault under Section 22.02;
- Sexual assault under Section 22.011;
- Aggravated sexual assault under Section 22.021;
- Unlawful restraint under Section 20.02;
- Continuous sexual abuse of a young child or disabled individual under Section 21.02;
- Bestiality under Section 21.09;
- Improper relationship between educator and student under Section 21.12;
- Voyeurism under Section 21.17;
- Indecency with a child under Section 21.11;
- Invasive visual recording under Section 21.15;
- Disclosure or promotion of intimate visual material under Section 21.16;
- Sexual coercion under Section 21.18;
- Injury to a child, an elderly person, or a disabled person of any age under Section 22.04;
- Abandoning or endangering a child under Section 22.041;
- Deadly conduct under Section 22.05;
- Terroristic threat under Section 22.07;
- Aiding a person to commit suicide under Section 22.08; and
- Tampering with a consumer product under Section 22.09.

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

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

Zip gun is defined by Penal Code 46.01 as a device or combination of devices that was not originally a firearm and is adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.



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Student Handbook 2022-2023

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Preface

To Parents and Students:

Welcome to the new **2022-2023** school year!

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

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

Section One: Parental Rights describes certain parental rights as specified in state or federal law.

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

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

The Student Handbook is designed to work with Board policy and the *Student Code of Conduct*. Please be aware that the handbook is updated yearly, while policy adoption and revision may occur throughout the year. Also note that some information may be revised due to COVID-19 or other pandemics or crises. Changes in policy or other rules that affect Student Handbook provisions will be made available to students and parents through newsletters or other communications explaining changes in policy or other rules that affect Student Handbook provisions. The district reserves the right to modify the Student Handbook at any time. Notice of revisions will be provided as is reasonably practical.

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

Therefore, parents and students should become familiar with the Lovejoy ISD Student Code of Conduct. To review the Code of Conduct, visit the district’s website at <https://www.lovejoyisd.net/>. State law requires that the Code of Conduct be prominently displayed or made available for review at each campus. Although the Student Handbook may refer to rights established through law or district policy, it does not create additional rights for parents and students. It does not, nor is it intended to, represent a contract between any parent or student and the district.

A hard copy of either the Student Code of Conduct or Student Handbook can be requested at the school office or online at <https://www.lovejoyisd.net/>.

Note: References to board policy codes are included for ease of reference. The hard copy of the district’s official policy manual is available for review in the school office and an unofficial electronic copy is available at <https://www.lovejoyisd.net/>.

The policy manual includes:

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

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

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

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- Acknowledgment of Electronic Distribution of Student Handbook
- Notice Regarding Directory Information and Parent’s Response Regarding Release of Student Information,
- Parent’s Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education (if you choose to restrict the release of information to these entities), and
- Consent/Opt-Out Form for participation in third-party surveys.

[See **Objecting to the Release of Directory Information** on page 14 and **Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation** on page 14 for more information.]

Accessibility

If you have difficulty accessing this handbook because of a disability, please contact the campus administrator.

Section One: Parental/Guardian Rights

This section of the Lovejoy ISD Student Handbook describes certain parental rights as specified in state or federal law.

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 the academic programs, including special programs, offered in the District.
- Discussing with the school counselor or principal, any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements 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.
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office for an appointment. The teacher will return your call or meet with you during his or her conference period before or after school.
- Becoming a school volunteer.
- Participating in campus parent organizations. For a listing of parent organizations, contact the campus principal.
- 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, or contact the campus principal.
- Serving on the School Health Advisory Council (SHAC), assisting the District in aligning local community values are reflected in health education instruction, human sexuality, instruction on prevention of child abuse, family violence, dating violence, and sex trafficking and other wellness issues. [See policies at BDF, EHAA, FFA, and information in this handbook at **School Health Advisory Council**].
- Serving on a committee to determine criteria to be used to evaluate the overall performance of the District and each campus' community and student engagement levels. For information, contact the campus principal.

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- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contact school officials if you are concerned with your child's emotional or mental wellbeing.
- Attending school board meetings to learn more about District operations. [See policies at BE and BED for more information.]
- Attend Parent Engagement Sessions.

Parent Involvement Coordinator

The Parent Involvement Coordinator, who works with parents of students participating in Title I programs, is Erin Perkins and may be contacted at 469-742-8000.

Consent, Opt-Out, and Refusal Rights

Consent to Conduct a Psychological Evaluation

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

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

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

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

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

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

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

State law permits the school to make a video or voice recording without parental permission when it:

- Is to be used for school safety, including the maintenance of order and discipline in common areas of the school or on school buses
- Relates to classroom instruction or a co-curricular or extracurricular activity

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- Relates to media coverage of the school
- Relates to the promotion of student safety as provided by law for a student receiving special education services in certain settings

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

Limiting Electronic Communications between Students and District Employees

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

For example, a teacher may create a social networking page for his or her class to relay information regarding class work, homework, and tests. A parent is welcome to access such a page.

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

An employee described above may also contact a student individually through electronic media to communicate about items such as homework or upcoming tests. However, instant or text messages sent to an individual student are only allowed if a District employee with responsibility for an extracurricular activity needs to communicate with a student participating in the extra- curricular activity.

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

Objecting to the Release of Directory Information

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

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

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

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

However, a parent or eligible student may object to the release of this information. Any objection must be made in writing to the principal within ten school days of the student’s first day of instruction for this school year. [See the **“Notice Regarding Directory Information and Parent’s Response Regarding Release of Student Information”** which can be accessed from the district website at www.lovejoyisd.net. Choose “Parent Resources” and select “LISD Forms Center.” Directions are included at the back of this handbook].

The district requests that families living in a shelter for survivors of family violence or trafficking notify district personnel that the student currently resides in such a shelter. Families may want to opt out of the

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release of directory information so that the district does not release any information that might reveal the location of such a shelter.

As allowed by state law, the district has identified two directory information lists—one for school-sponsored purposes and a second for all other requests. For district publications and announcements, the district has designated the following as directory information: student name; address; telephone listing; grade level; photograph; date and place of birth; degrees, honors, and awards received; dates of attendance; most recent educational institution attended; participation in officially recognized activities and sports; and weight and height of members of athletic teams. If a parent does not object to the use of his or her child's information for these school-sponsored purposes, the school will not ask permission each time the district wants to use the information for these purposes.

For all other purposes, the district has identified the following as directory information: student name; address; telephone listing; grade level; photograph; date and place of birth; degrees, honors, and awards received; dates of attendance; most recent educational institution attended; participation in officially recognized activities and sports; and weight and height of members of athletic teams. If a parent does not object to the use of the student's information for these purposes, the school **must** release this information when requested by an outside entity or individual.

Note: Review **Authorized Inspection and Use of Student Records** on page 16.

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

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

- Name
- Address
- Telephone listing

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

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

Participation in Third-Party Surveys

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

The Protection of Pupil Rights Amendment (PPRA) mandates that a student 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
- Sex behavior or attitudes
- Illegal, antisocial, self-incriminating, or demeaning behavior
- Critical appraisals of individuals with whom the student has a close family relationship

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- Legally recognized privileged relationships, such as with lawyers, physicians, and ministers
- Religious practices, affiliations, or beliefs of the student or parent
- Income, except when the information is required by law and will be used to determine the student's eligibility for a program

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

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

As a parent, you have a right to receive notice of and deny permission for your child's participation in a survey that is not funded by the U.S. Department of Education in accordance with the Protection of Pupil Rights Amendment:

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

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

A parent may inspect:

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

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

Consent Before Human Sexuality Instruction

Annual Notification

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

For information about the content of the human sexuality instruction and general schedule on which the instruction will be provided, see health instruction on the Lovejoy ISD curriculum and instruction webpage.

In accordance with state law, a parent may:

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

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

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

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

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

- Students receive developmentally appropriate instruction related to the prevention of child abuse, family violence, dating violence, and sex trafficking. The School Health Advisory Council (SHAC) makes recommendations for curriculum materials, and the school board adopts the materials and determines the specific content of the instruction. For further information, see the district's abuse prevention instruction website.
- As a parent, you are entitled to review the curriculum materials. You may 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 district website for additional information.
- A parent must sign an opt-in permission slip which will be sent home prior to instruction. A parent may remove his or her child from any part of the abuse prevention instruction without academic, disciplinary, or other penalties. (See the campus principal for details.)
- Remove his or her child from any part of this instruction without academic, disciplinary, or other penalties.
- Use the district's grievance procedure concerning a complaint. See **Complaints and Concerns (All Grade Levels)** on page 40 and FNG for information on the grievance and appeals process.

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

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

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

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

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

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

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

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

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

[See **Pledges of Allegiance and a Minute of Silence** on page 77 and policy EC(LEGAL) for more information.]

Religious or Moral Beliefs

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

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

Tutoring or Test Preparation

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

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

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

In accordance with state law and policy EC, without parental permission, districts are prohibited from removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the days the class is offered.

Under state law, students with grades below 70 for a reporting period are required to attend tutorial services—if the district offers these services.

[For questions about school-provided tutoring programs contact the student’s teacher and see policies EC and EHBC.]

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

A parent has the right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered, whether instruction is delivered in-person, virtually, or remotely. The district will provide login credentials to each student’s parent for any learning management system or online learning portal used in instruction to facilitate parent access and review.

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

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

Notices of Certain Student Misconduct to Noncustodial Parent

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

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

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

Student Records

Accessing Student Records

A parent may review his or her child’s records. These records include:

- Attendance records
- Test scores
- Grades
- Disciplinary records
- Counseling records

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- Psychological records
- Applications for admission
- Health and immunization information
- Other medical records
- Teacher and school counselor evaluations
- Reports of behavioral patterns
- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with the child, as the term “intervention strategy” is defined by law
- State assessment instruments that have been administered to the child
- Teaching materials and tests used in the child’s classroom

Authorized Inspection and Use of Student Records

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

For purposes of student records, an “eligible” student is anyone age 18 or older or who attends a postsecondary educational institution. These rights, as discussed here and at **Objecting to the Release of Directory Information** on page 11, are the right to:

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

Family Policy Compliance Office
U.S. Department of Education 400 Maryland Ave., S.W.
Washington, DC 20202

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

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

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

Inspection and release of student records is restricted to an eligible student or a student’s parent—whether married, separated, or divorced—unless the school receives a copy of a court order terminating parental rights

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or the right to access a student's education records.

Federal law requires that control of the records goes to the student as soon as the student:

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

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

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

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

School officials may include:

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

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

- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S. Secretary of Education, the Texas Education Agency, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or, in certain cases, other child welfare representatives.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school, district/system, or postsecondary educational institution to which a student seeks or

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intends to enroll or in which the student already is enrolled.

- In connection with financial aid for which a student has applied or has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses directory information-designated details. [To prohibit this disclosure, see **Objecting to the Release of Directory Information** on page 11.]

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

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

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

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

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

The address of the superintendent's office is 259 Country Club Road, Allen, Texas 75002-7643. Please find the address and contact number for your child's school by contacting 469-742-8000.

A parent or eligible student may inspect the student's records and request a correction or amendment if the records are considered inaccurate, misleading, or otherwise in violation of the student's privacy rights.

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

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

[See **Report Cards/Progress Reports and Conferences** on page 78, **Complaints and Concerns** on page 39, and **Finality of Grades** at policy FNG(LEGAL).]

The district's student records policy is found at policy FL(LEGAL) and (LOCAL) and is available at the principal's or superintendent's office on the district's website at <https://www.lovejoyisd.net/>.

Note: The parent's or eligible student's right of access to and copies of student records does not extend to all records. Materials that are not considered educational records—such as a teacher's personal notes about a

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student shared only with a substitute teacher—do not have to be made available.

Teacher and Staff Professional Qualifications

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

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

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

A Student with Exceptionalities or Special Circumstances

Children of Military Families

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

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

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

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

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

Additional information may be found at [Military Family Resources at the Texas Education Agency](#).

Parental Role in Certain Classroom and School Assignments

Multiple-Birth Siblings

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

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

Safety Transfers/Assignments

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

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

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

[See **Bullying** on page 29, and policies FDB and FFI for more information.]

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

[See policy FDE for more information.]

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

Student Use of a Service/Assistance Animal

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

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

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

The district will grant partial course credit by semester when the student only passes one semester of a two-semester course.

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

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

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

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

[See **Credit by Examination for Advancement/Acceleration** on page 42, **Course Credit** on page 42, and **A Student in Foster Care** on page 87.]

A Student Who Is Homeless

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

- Proof of residency requirements
- Immunization requirements
- Educational program placement (if the student is unable to provide previous academic records or misses an application deadline during a period of homelessness)
- Credit-by-examination opportunities at any point during the year (if the student enrolled in the district after the beginning of the school year), per State Board of Education (SBOE) rules
- Awarding partial credit when a student passes only one semester of a two-semester course
- Eligibility requirements for participation in extracurricular activities
- Graduation requirements

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

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

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

[See **Credit by Examination for Advancement/Acceleration** on page 42, **Course Credit** on page 42, and **Students who are Homeless** on page 88.]

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

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

If a student is experiencing learning difficulties, his or her parents may contact the individuals listed below to learn about the school's overall general education referral or screening system for support services. Districts must also implement a system of procedural safeguards that includes: (1) Notice; (2) An opportunity for a parent or guardian to examine relevant records; (3) An impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel; and, (4) a review procedure.

This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine whether the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

Special Education Referrals

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

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

If the district decides to evaluate the student, it must complete the student's initial evaluation and evaluation report no later than 45 school days from the day it receives a parent's written consent. However, if the student is absent from school during the evaluation period for three or more school days, the evaluation period will be extended by the number of school days equal to the number of school days that the student is absent. Please note, a student is considered absent for the school day if the student is not in attendance at the school's official attendance taking time or at the alternate attendance taking time set for the child.

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

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

Additional information regarding special education is available from the school district in a companion

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document titled *Parent's Guide to the Admission, Review, and Dismissal Process*.

Contact Person for Special Education Referrals

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

Section 504 Referrals

Each school district must have standards and procedures in place for the evaluation and placement of students in the district's Section 504 program. Districts must also implement a system of procedural safeguards that includes:

- Notice
- An opportunity for a parent or guardian to examine relevant records
- An impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel
- A review procedure

Contact Person for Section 504 Referrals

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

[See **A Student with Physical or Mental Impairments Protected under Section 504** on page 24.]

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

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

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

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

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

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

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

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

A Student Who Speaks a Primary Language Other than English

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

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

[See **English Learners** on page 55 and **Special Programs** on page 85.]

A Student with Physical or Mental Impairments Protected under Section 504

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

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

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

[See **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services** on page 22 and policy FB for more information.]

Section Two: Other Important Information for Parents and Students

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

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

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

Absences/Attendance

Regular school attendance is essential. Absences from class may result in serious disruption of a student's education. The student and parent should avoid unnecessary absences.

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

Compulsory Attendance

Prekindergarten and Kindergarten

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

Ages 6–18

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

State law requires a student in kindergarten–grade 2 to attend any assigned accelerated reading instruction program. Parents will be notified in writing if their child is assigned to an accelerated reading instruction program based on a diagnostic reading instrument.

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

Age 19 and Older

A student who voluntarily attends or enrolls after his or her 19th birthday is required to attend each school day until the end of the school year. If the student incurs 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 for more information.]

Exemptions to Compulsory Attendance

All Grade Levels

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

- Religious holy days
- Required court appearances
- Activities related to obtaining U.S. citizenship
- Documented health-care appointments for the student or a child of the student, including absences related to autism services, if the student returns to school on the same day of the appointment and brings a note from the health-care provider
- For students in the conservatorship of the state
- An activity required under a court-ordered service plan
- Any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours

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

Secondary Grade Levels

The district will allow junior and senior students to be absent for up to two days per year to visit a college or university, provided this has been;

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- Authorized by the board under policy FEA(LOCAL) and the student receives approval from the campus principal
- Follows campus procedures to verify the visit
- Makes up any work missed

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

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

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

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

Failure to Comply with Compulsory Attendance

All Grade Levels

School employees must investigate and report violations of the compulsory attendance law.

A student absent without permission from school, any class, any required special program, or any required tutorial will be considered in violation of the compulsory attendance law and subject to disciplinary action.

Students with Disabilities

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

Ages 6–18

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

The notice will:

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

The truancy prevention facilitator for the district is:
Kevin Parker

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Executive Director of Student Services
259 Country Club Road/ Allen, TX/ 75002
Kevin_Parker@lovejoyisd.net
469-742-8000

For any questions about student absences, parents should contact the facilitator or any other campus administrator.

A court of law may impose penalties against the parent if a school-aged student is deliberately not attending school. The district may file a complaint against the parent 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 (**tardies are considered days or parts of days under this provision**)
- Is absent on three or more days or parts of days within a four-week period

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

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

Age 19 and Older

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

Attendance for Credit or Final Grade (All Grade Levels)

To receive credit or a final grade in a class, a student in prekindergarten – grade 12 must attend at least 90 percent of the days the class is offered.

A student who attends at least 75 percent but fewer than 90 percent of the days the class is offered may receive credit or a final grade for the class if he or she completes a plan, approved by the principal, that allows the student to fulfill the instructional requirements for the class.

If a student is involved in a criminal or juvenile court proceeding, the approval of the judge presiding over the case will also be required before the student receives credit or a final grade for the class.

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

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

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

- Whether the student has mastered the essential knowledge and skills and maintained passing grades in the course or subject.
- Whether the student has completed makeup work satisfactorily. If the student completes makeup work, absences listed under **Compulsory Attendance-Exemptions** on page 24 and absence for extracurricular activities will be considered extenuating circumstances.

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- Whether the student or the student's parent had any control over the absences.
- Any information presented by the student or parent to the committee about the absences.

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

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

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

Official Attendance-Taking Time (All Grade Levels)

The District must submit attendance of its students to TEA reflecting attendance at a specific time each day. Official attendance is taken every day: Elementary 10:00 a.m., Intermediate School 10:00 Middle School 10:00 a.m., High School 9:30 a.m. A student absent for any portion of the day, should follow the procedures below to provide documentation of the absence.

Documentation after an Absence (All Grade Levels)

Within three (3) school days of the student's arrival or return to school, a note signed by the parent that describes the reason for the absence must be delivered to the appropriate campus office for attendance documentation. A note signed by the student, even with the parent's permission, will not be accepted unless the student is 18 or older or is an emancipated minor under state law. If the absence is due to a communicable disease excludable by the DSHS, a physician's note will be required. The campus will document in its attendance records for the student whether the absence is considered excused or unexcused.

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 and prohibit parent notes for future absences.

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

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

Upon returning to school, a student absent for more than 5 consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the absence. Otherwise, the absence may be considered unexcused and in violation of compulsory attendance laws.

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

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

Driver License Attendance Verification (Secondary Grade Levels Only)

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

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

Accountability under State and Federal Law (All Grade Levels)

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

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

Accountability information can be found on the district's website at <https://www.lovejoyisd.net/>.

Hard copies of any reports are available upon request to the district's administration office.

TEA maintains additional accountability and accreditation information at [TEA Performance Reporting Division](#) and the [TEA homepage](#).

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

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

Contact the campus principal about this opportunity.

Bullying (All Grade Levels)

The district strives to prevent bullying, in accordance with the district's policies, by promoting a respectful school climate; encouraging reporting of bullying incidents, including anonymous reporting; and investigating and addressing reported bullying incidents.

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

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

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- Infringes on the rights of the victim at school
- Bullying includes cyberbullying. Cyberbullying is defined in state law as bullying that is done through the use of any electronic communication device, including through the use of:
 - A cellular or other type of telephone
 - A computer
 - A camera
 - Electronic mail
 - Instant messaging
 - Text messaging
 - A social media application
 - An internet website
 - Any other internet-based communication tool

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
- Ostracism

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

A student may anonymously report an alleged incident of bullying by using Vector Alert system:

Phone: (469) 919-5861

Text: (469) 919-5861

Email: 1186@alert1.us

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Online: <http://1186.alert1.us>

The district code is 1186

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

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

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

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

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

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

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

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

[See **Safety Transfers/Assignments** on page 20, **Dating Violence, Discrimination, Harassment, and Retaliation** on page 43, **Hazing** on page 63, policy FFI, the district's Student Code of Conduct, and the district improvement plan, a copy of which can be viewed in the campus office.

Career and Technical Education (CTE) Programs (Secondary Grade Levels Only)

The district offers career and technical education programs as provided in the Course Guide.

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

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

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

[See **Nondiscrimination Statement** herein for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator, who will address certain allegations of discrimination.]

Celebrations (All Grade Levels)

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

Therefore, it is imperative to discuss any classroom allergies with the teacher before bringing food to share.

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

[See **Food Allergies** on page 71.]

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

The district has established a plan for addressing child sexual abuse, trafficking, and other maltreatment of children, which may be accessed online at <http://www.lovejoyisd.net/>.

Trafficking includes both sex and labor trafficking.

Warning Signs of Sexual Abuse

Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child.

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

A child who has been or is being sexually abused may exhibit physical, behavioral, or emotional warning signs, including:

- Difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches
- Verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior
- Withdrawal, depression, sleeping and eating disorders, and problems in school

Be aware that children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 43.]

Warning Signs of Trafficking

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

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

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Possible warning signs of sexual trafficking in children include:

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

Additional warning signs of labor trafficking in children include:

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

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

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

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

by telling you.

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

To find out what services may be available in your county, see [Texas Department of Family and Protective Services](#).

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

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

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

- [Child Welfare Information Gateway](#)
- [KidsHealth, For Parents, Child Abuse](#)
- [Office of the Texas Governor's Child Sex Trafficking Team](#)
- [National Center of Safe and Supportive Learning Environments: child Labor Trafficking](#)

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

Honors at Graduation

Valedictorian - #1 ranking graduate based on Weighted GPA for Ranking

Salutatorian - #2 ranking graduate based on Weighted GPA for Ranking

Top Ten graduates – graduates ranking 1-10 based on Weighted GPA for Ranking

Summa Cum Laude – top 5% graduate based on Weighted GPA for Ranking

Magna Cum - 10% graduate based on Weighted GPA for Ranking

Cum Laude – top 15% graduate based on Weighted GPA for Ranking

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

- Completes the Recommended or Advanced/Distinguished Achievement Program
- Satisfies the ACT College Readiness Benchmarks or earns at least a 480 on Evidence-Based Reading and Writing and 530 on Math on SAT

Students and parents should contact their high school counselor for information about the application process and deadlines.

[See policy EIC for more information.]

Class Schedules (Secondary Grade Levels Only)

All students are expected to attend school for the entire school day and maintain a full class schedule. 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 schedule.

The master schedule of classes at WSMS and LHS are based on specific course requests by students. It is very important that students discuss course choices with their parents, teachers, and counselors because teachers are hired and assigned so that students have the opportunity to take the courses they request.

Counselors will schedule the student into the course he/she chooses when it is possible.

All schedule change requests must be initiated by the student with the student's counselor. Until the counselor has officially changed the schedule and both the student and the teachers involved have been notified, the student is required to attend all classes on the original schedule.

Students are not allowed to miss classes in order to go to the counseling office to get a schedule change.

Valid Criteria for Schedule Changes

- The student is a senior and is not scheduled in a course required for graduation.
- The student is misplaced in a course – no prerequisites, previously earned credit, etc.
- The school may change student schedules in order to balance class sizes or to accommodate teacher workloads.

Dropping or Adding Classes

Requests to drop or add a class must meet the above criteria to be considered and may be granted or denied based on space availability. General guidelines for dropping and adding classes are based on UIL eligibility rules.

Students may request to add or drop a course within the first week of the semester. Students must meet state laws and LISD policy governing class attendance in order to receive credit for each course.

Eligibility for extracurricular activities is also based on student attendance requirements in each course. **No drops or adds will be approved after the 9th day of the semester.**

[See Schedule Changes on page 86 for information related to student requests to revise their course schedule.]

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

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

- Completes the distinguished level of achievement under the foundation graduation program {see Foundation Graduation Program on page 59; or

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- Satisfies the ACT College Readiness Benchmarks or earns at least a 480 on Evidence-Based Reading and Writing and 530 on Math on SAT.

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

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

The University of Texas at Austin may limit the number of automatically admitted students to 75 percent of the University's enrollment capacity for incoming resident freshmen. From the summer 2022 term through the spring 2024 term, the University will admit the top six percent of a high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

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

- Automatic college admission
- Curriculum requirements for financial aid
- Benefits of completing the requirements for automatic admission and financial aid
- The Texas First Early High School Completion Program and the Texas First Scholarship Program

Parents and students will be asked to sign an acknowledgment that they received this information. Students and parents should contact the school counselor for further information about automatic admissions, the application process, and deadlines.

[See **Class Rank/Highest-Ranking Student** on page 34 for information specifically related to how the district calculates a student's rank in class, and requirements for Graduation on page 58 for information associated with the foundation graduation program.]

[See **Students in the Conservatorship of the State** (Foster Care) on page 20 for information on assistance in transitioning to higher education for students in foster care.]

College Credit Courses (Secondary Grade Levels Only)

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

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), International Baccalaureate (IB), or college preparatory
- Enrollment in AP or dual credit courses through the Texas Virtual School Network (TXVSN)
- Enrollment in courses taught in conjunction and in partnership with Collin College, which may be offered on or off campus
- Enrollment in courses taught at other colleges or universities.

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

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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.

Academic Programs

The school counselor provides information to students and parents regarding academic programs to prepare for higher education and career choices.

Lovejoy Advanced Placement Classes

Advanced placement courses at LHS are intended to be academically challenging and rigorous. The AP experience is intended to help prepare and expose students to the expectations they may encounter in a collegiate setting. **Students will be required to pay for and take the AP exam as part of each AP course curriculum in which they potentially can earn college credit.** The rigor, relevance and preparation for the exam gives the student a college level testing experience that they otherwise would not have and has far reaching, enriching, academic growth potential.

Dual Credit Enrollment

Qualified students classified as juniors or seniors may be enrolled simultaneously in Lovejoy Independent School, District and Collin College. High school students may receive high school as well as college credit for the designated Collin College courses. Students must obtain signature approval from their assigned counselor prior to Collin College admission.

The following courses are available for dual credit:

- English Composition/Rhetoric
- American Government
- Macroeconomics
- Algebra
- Statistics

Concurrent Enrollment

Qualified students may be enrolled simultaneously with Lovejoy Independent School District and Collin College. High school students will receive college credit only. No high school credit will be awarded. Students must obtain signature approval from their assigned counselor prior to Collin College admission.

Correspondence Courses

All high school students are eligible to take correspondence courses and earn credit toward graduation. Courses are available through the University of Texas and Texas Technological University at Lubbock.

See your counselor for specific information regarding all correspondence courses.

Limitations on correspondence courses:

- Prior to enrollment, a student must make a written request to the principal or designee for approval to enroll in the course; credit toward graduation may not be awarded if approval was not granted in writing prior to enrollment.

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- Correspondence courses are not calculated into the student's GPA and are automatically counted as one of the eight (8) allowable final GPA exclusions.
- Correspondence courses cannot be averaged with a semester of coursework taken during the regular school year, nor can it be averaged with another correspondence class.
- A senior who is enrolled in a correspondence course and requires the credit for graduation will complete the course and submit the grade for recording at least thirty days prior to the graduation date in order to be eligible for graduation at the end of the term.
- A senior graduating early must follow the individual graduation plan approved by the principal.
- A student may earn a maximum of two state-required credits through correspondence courses.

Communications (All Grade Levels)

Parent Contact Information

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

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

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

A parent may update contact information by contacting the campus.

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

[See **Safety** on page 79 for information regarding contact with parents during an emergency situation.]

Automated Emergency Communications

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

[See **Safety** on page 79 for information regarding contact with parents during an emergency.]

Automated Non Emergency Communications

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

Standard messaging rates of your wireless phone carrier may apply.

If you do not wish to receive such communications, please contact your child's principal.

[See **Safety** on page 79 for information regarding contact with parents during an emergency.]

Complaints and Concerns (All Grade Levels)

Usually student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal.

For those complaints and concerns that cannot be resolved informally, the board has adopted a Student and Parent Complaints/Grievances policy FNG(LOCAL). This policy can be viewed in the district's policy manual, available online at <http://www.lovejoyisd.net/>. The complaint forms can be accessed *online* at <http://www.lovejoyisd.net/> or at the principal's or superintendent's office.

- To file a formal complaint a parent or student should complete and submit the complaint form.
- In general, the written complaint form should be completed and submitted to the campus principal in a timely manner.
- If the concern is not resolved, a parent or student may request a conference with the appropriate central office administrator.
- If the concern is still unresolved, the district provides a process for parents and students to appeal to the board of trustees.

Conduct (All Grade Levels)

Applicability of School Rules

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

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

Campus Administrator

Campus Administrators apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct.

Deliveries

Except in emergencies, delivery of messages, or packages to students will not be allowed during instructional time. A parent may leave a message or a package, such as a forgotten lunch, for the student to pick up from the front office during a passing period or lunch.

Disruption of School Operations

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

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

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

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

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

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 and will not be readmitted.

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

Counseling

Comprehensive School Counseling Program (All Grade Levels)

In accordance with TEC §33.006, Lovejoy ISD's comprehensive school counseling program addresses:

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

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promoting the educational, career, personal, and social development of students

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

Academic Counseling

Elementary and Middle/Junior High School Grade Levels

The school counselor will provide information to students and parents about college and university admissions and the importance of planning for postsecondary education, including appropriate coursework and financial aid availability and requirements.

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

High School Grade Levels

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

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

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

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

Personal Counseling (All Grade Levels)

The school counselor is available to assist students with a wide range of personal, social, and family concerns, including emotional or mental health issues and substance abuse. A student who wishes to meet with the school counselor should follow the campus' accepted procedures for accessing the school counselor. As a parent, if you are concerned about your child's mental or emotional health, please speak with the school counselor. Please note that school counselors are not trained to provide ongoing therapeutic mental health counseling. Parents seeking therapeutic support for their child may request a list of community resources that may be of assistance.

Small Group Counseling (All Grade Levels)

The school counselor offers small group opportunities to students on a variety of topics such as social skills, conflict resolution, study skills, managing stress, handling loss or other areas of need. Participation in small groups is voluntary and subject to parent consent.

Small groups are typically conducted over a period of four to six weeks. Small group counseling is not appropriate for every student nor is it designed to provide ongoing therapeutic mental health support. Please contact your school counselor for additional information.

[See **Mental Health Support** on page 69, and **Child Sexual Abuse, Trafficking, and Other Maltreatment of Children and Dating Violence** on page 32.]

Course Credit (Secondary Grade Levels Only)

A student at any grade level enrolled in a high school course will earn credit for the course only if the final grade is 70 or above. For a two-part (two-semester, 1-credit course), the student's grades from both halves (semesters) will be averaged and credit will be awarded if the combined average is 70 or above. If the student's combined average is less than 70, the student will be awarded credit only for the half (semester) with the passing grade.

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

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

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

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

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

[See the school counselor and policy EHDB(LOCAL) for more information.]

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

If a Student Has Not Taken the Course / Subject

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

The examinations offered by the District are approved by the District's board of trustees. The dates on which examinations are scheduled during the 2022–23 school year will be published in appropriate District publications and on the District's website. The only exceptions to the published dates will be for any student experiencing homelessness or by a student involved in the foster care system. During each testing window provided by the district, a student may attempt a specific examination only once.

[For further information, see policy EHDC.]

Kindergarten Acceleration

Students who will be six years old on or before December 31 of the kindergarten eligible year are eligible for kindergarten acceleration. If the student meets the testing criteria, he/she will advance to the first grade. See the campus counselor for more information.

Students in Grades 1–5

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

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

Students in Grades 6–12

A student in grade 6 or above is eligible to earn course credit with:

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

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

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

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

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

The board has established policies and procedures to prohibit and promptly address inappropriate and

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offensive behaviors that are based on a person's race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law. A copy of the district's policy is available in the principal's or on the district's website. [See policy FFH for more information.]

Dating Violence

Dating violence will not be tolerated at school. To report dating violence, see Reporting Procedures, on page 44.

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

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

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

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

The counselor's office has information about the dangers of dating violence and resources for seeking help. For more information on dating violence, see:

- [Texas Attorney General's office recognizing and responding to dating violence flier](#)
- [The CDC's Preventing Teen Dating Violence](#)

[See consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking on page 13.]

Discrimination

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

Harassment

Harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance. Examples of harassment may include, but are not limited to:

- Offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation
- Threatening, intimidating, or humiliating conduct
- Offensive jokes, name-calling, slurs, or rumors
- Physical aggression or assault
- Graffiti or printed material promoting racial, ethnic, or other negative stereotypes
- Other kinds of aggressive conduct such as theft or damage to property

Sexual Harassment and 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 are not limited to:

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

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

Gender-based harassment includes physical, verbal, or nonverbal conduct based on a student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity.

Gender-based harassment can occur regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity. Examples of gender-based harassment directed against a student may include, but are not limited to:

- Offensive jokes, name-calling, slurs, or rumors
- Physical aggression or assault
- Threatening or intimidating conduct
- Other kinds of aggressive conduct such as theft or damage to property.

Retaliation

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

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

Reporting Procedures

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

Upon receiving a report, the district will determine whether the allegations, if proven, constitute prohibited conduct as defined by policy FFH. If not, the district will refer to policy FFI to determine whether the allegations, if proven, constitute bullying, as defined by law and policy FFI. If the alleged prohibited conduct also meets the statutory and policy definitions for bullying, an investigation of bullying will also be conducted. [See **Bullying** on page 29]

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

Investigation of Report

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

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

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

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

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

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

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

Discrimination

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 43.]

Distance Learning (All Grade Levels)

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

See Course Guide and counselor for distance learning opportunities that the district makes available to students.

If a student wishes to enroll in a correspondence course or a distance learning course that is not provided 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.

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

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

Depending on the TXVSN course in which a student enrolls, the course may be subject to the “no pass, no play” rules. [See **Extracurricular Activities, Clubs, and Organizations** on page 58.] In addition, a student who enrolls in a TXVSN course for which an end-of-course (EOC) assessment is required must still take the corresponding EOC assessment.

A parent may ask questions or request that their child be enrolled in a TXVSN course by contacting the school counselor. Unless an exception is made by the principal, a student will not be allowed to enroll in a TXVSN course if the school offers the same or similar course.

A student will not be allowed to enroll in a TXVSN course if the school offers the same or a similar course.

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

School Materials

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

All school publications are under the supervision of a teacher, sponsor, and the principal.

Non-school Materials

From Students

Students must obtain prior approval from the principal before selling, posting, circulating, or distributing more

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

Please refer to campus specific information to find the designated location for approved non- school materials for voluntary viewing by students. [See policies at FNAA.]

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

From Others

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

To be considered for distribution, any non-school material must meet the limitations on content established in the policy and be submitted to Anna Koenig, Executive Director of Human Resources and Communication at 469-742-8000 and be submitted to campus principal for prior review. The campus principal will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies DGBA or GF for more information.]

Please refer to campus specific information to find the designated location for approved non- school materials for voluntary viewing by students. [See policies at GKDA]

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 policy FNAB(LOCAL).
- Distribution for electioneering purposes during the time a school facility is being used as a polling place, in accordance with state law.

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

Dress and Grooming (All Grade Levels)

The district's dress code is established to teach grooming and hygiene, prevent disruption, and minimize safety hazards. The dress code must be adhered to anytime students are on campus during the school day. In the interest of good grooming, students are expected to be neat and clean.

The Lovejoy Independent School District is committed to providing an educational experience for each student which is second to none. Therefore, the dress and grooming guidelines should serve to create a school environment which is appropriately serious for school, but not so rigid that it causes a disturbance for young learners. The dress and grooming guidelines should facilitate the school district's primary mission of providing a maximum learning experience

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(providing a superior education) for all students. The campus principals and the teachers must have sufficient latitude to exercise professional judgment in determining which dress and

grooming choices are within the guidelines and which are a violation of those standards. The following guidelines are provided to assist the parent and student in choosing appropriate dress for the school environment.

Efforts are being made by LISD to ensure the highest standards of performance for all LISD stakeholders and to promote a safe and secure environment which is free from the perception of fear, threat, or danger. The school environment will not be the appropriate place to test or display extreme styles in fashion or hairstyle. Also, as we prepare the leaders of tomorrow, we want to introduce them to the realities of personal presentation and first impressions in the world they will face following graduation.

The Dress/Grooming Code is intended to set clear limits for students, while still allowing students the freedom to have a variety of choices. The cooperation of parents and students along with the consistent and fair enforcement of this policy by teachers and administrators are essential to the effectiveness of these guidelines.

It is prescribed that students come to school in appropriate attire which portrays an excitement to learn and develop, and also establishes the standard for their roles as ambassadors of Lovejoy ISD and the Lovejoy Graduate Profile.

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

The following modes of dress or grooming are strictly prohibited:

Clothing:

- Clothing, including face coverings, tee shirts, which displays sex, violence, drugs, tobacco, alcohol, death, gang or hate slogans or pictures
- Short shorts, skirts (must be of moderate mid-thigh length and appropriate for stairs and sitting)
- Pants, shorts, and skirts worn below the waist ("sagging" garments are not acceptable). In general, pants should be worn at the natural waistline and worn with a belt if made for a belt. Pants which are designed to wear below the natural waistline may be acceptable if they do not show underwear or skin between the top of the pants and the waistline.
- Trench coats or dusters
- Underwear as outerwear, exposed underwear or no underwear
- Exposed midriff or cleavage; If exposed in any activity (sitting, standing, walking, leaning over), the clothing is prohibited (Crop-style tops will require a shirt under them)
- See-through shirts (e.g. thin or mesh)
- Spaghetti straps, tank tops, basketball jersey (unless worn over an appropriate garment, such as an acceptable tee shirt)
- Leggings without appropriate clothing which extends over and covers the hips

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- Bare feet
- Chains on clothing or wallets, or chains worn as necklaces (Refers to chains which are sufficiently heavy and could be used as a weapon)
- Any clothing or style which is disruptive in the judgment of the principal is inappropriate

Grooming:

- Hats, caps, sunglasses (worn inside)
- Hairstyles which are disruptive (head and facial)
- Bandannas, hairnets, skull caps
- Body piercing jewelry (other than jewelry in the ears)
- Jewelry with swastikas, pentagrams, spoons or other drug-related items
- Heavy or spiked jewelry (e.g. dog collars, heavy chains)
- Writing on body (body paint)
- Tattoos with disruptive, profane, or lewd pictures or writing
- All extreme hairstyles and body art which are disruptive

In order to exercise an exception to the District's Dress and Grooming Guidelines, a student's parent or legal guardian must complete a form requesting an exception to the campus administrator for approval. An exception may only be exercised by a student after approval from the campus administrator. The District will not substantially burden a student's free exercise of religion, unless the burden is in furtherance of a compelling governmental interest and is the least restrictive means of furthering that interest.

If the principal determines 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 school day, until the problem is corrected, or until a parent or designee brings an acceptable change of clothing to the school. Repeated offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

Electronic Devices and Technology Resources (All Grade Levels)

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

For instructional purposes, the District permits students to possess personal mobile telephones, laptops, tablets, or handheld mobile devices; these devices must remain turned off during all testing unless they are being used as approved testing modification.

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

If a student uses cellular devices without authorization during the school day, the device will be confiscated.

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- On the first offense and second offense, the telecommunications device shall be confiscated and then returned to the parent with a warning for the student/parent.
- On the third offense, a \$15 fine shall be required before the telecommunications device is returned. Any subsequent telecommunications device violations of this policy shall be subject to established disciplinary measures in accordance with the District Student Code of Conduct.

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

Possession and Use of 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 records, 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 telecommunications device may be searched by authorized personnel. [See **Searches** on page 83 and policy FNF for more information.]

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

Instructional Use of Personal Telecommunications and Other Electronic Devices

Students must obtain prior approval to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must also sign a user agreement that contains applicable rules for use (separate from this handbook).

All personal devices must be turned off during the instructional day when not in use for approved instructional purposes. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Lovejoy ISD Technology Resources Student Acceptable Use Policy Availability of Access

Access to the District's electronic communication and data management systems, including without limit, its telephone system, computer networks, electronic mail systems, video conferencing systems, and its Internet and intranet access capabilities (referred to throughout as the "System"), shall be made available to students for identified educational or medical purposes only.

Access to the System is a privilege, not a right. All users shall be required to acknowledge receipt and understanding of all administrative regulations governing use of the system and shall agree in writing to comply with such regulations and guidelines. Noncompliance with applicable regulations may result in suspension or termination of privileges and other disciplinary action consistent with Board Policies. Violations of law may result in prosecution as well as disciplinary action by the District.

System users may not gain unauthorized access to resources or information. Attempts to read, delete, copy, or modify the electronic mail of other System users, interference with the ability of other System users to send/receive electronic mail, or the use of another person's user ID and/or password is prohibited. Users must closely monitor their System passwords. Users should protect their password(s) to help ensure the security and integrity of the System. In order to maintain the integrity of the System, users should not disclose their passwords to any other person. No user should attempt to gain access to another user's electronic mailbox, telephone voicemail box, computer files, or Internet account. Unauthorized access or attempts to access the System are strictly prohibited and will result in appropriate disciplinary action.

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The loading of software to the System, including but not limited to, District managed hardware is considered a violation of the Student AUP.

Any attempt to harm or destroy the System, District equipment or data, the data of another user of the District's System, or the data of any of the agencies or other networks that are connected to the Internet, are prohibited. Violating the integrity of the District's System and/or data files or manipulating the District's System and/or data files without proper authorization is prohibited.

Students are prohibited from bypassing the District filters and security protocols. Attempts to degrade or disrupt system performance are violations of Board Policy, the Student Code of Conduct, and the Student AUP and may constitute unlawful activity under applicable State and Federal laws. Such prohibited activity includes, but is not limited to, the uploading or creating of computer viruses and "hacking" into the data or system of another user of the District's System, or any of the agencies or other networks that are connected to the Internet.

System users may not redistribute copyrighted programs or data except with the written permission of the copyright holder or designee, unless permitted by the doctrine of fair use.

The District reserves the right to use the District's System for purposes it sees fit and reserves the right to monitor all activity on the System, including individual student user accounts.

Disclaimer of Liability

The District shall not be liable for a student's inappropriate use of electronic communications resources or violations of copyright restrictions or other laws, a student's mistakes or negligence, and for any costs incurred by a student through use of the System. The District shall not be responsible for ensuring the accuracy, age appropriateness, or usability of any information found on the Internet. No warranties of any kind are offered either expressed or implied.

Student Standards of Conduct

All students are required to abide by the Student Code of Conduct, District Policy, State and Federal laws, and the Student AUP when communicating with others. This communication includes, without limit, communication with District employees or other students of the District, regardless of whether such communication occurs through use of the System. Additionally, students are responsible for following the Student Code of Conduct, District Policy, State and Federal laws, and the Student AUP when accessing the Internet through use of the System, while on campus, and while at school sponsored events. These same rules apply using District sponsored websites, blogs, and Eduphoria. Furthermore, use of the District's System resources to access external, non-District approved blogs, micro-blogs, chat rooms, messaging services, or social networking sites without first obtaining written permission from the designated campus administrator, is strictly prohibited. Social networking sites include, but are not limited to, TikTok, Instagram, Facebook, Twitter, Flickr, Snap Chat and dating or match-making websites.

Students are required to follow the Student Code of Conduct and Board Policy regarding the use and possession of personal telecommunications devices on school property and at school sponsored functions. [See Board Policy FNCE (LOCAL)].

Violations Sanctions

Non-compliance with the Student AUP and/or District Policy may result in suspension of access, termination of privileges, and/or other disciplinary action consistent with Board Policies and State or Federal law. [See Board Policies FO series]. Additional disciplinary action may be determined at the building level in accordance with the Student Code of Conduct. Violations of law may result in referral to law enforcement as well as disciplinary action by the District. Persons whose violations of the Student AUP result in system disruption or damage may be responsible for reimbursement of costs incurred in system restoration.

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Monitored Use

Electronic mail transmissions and other use of the System by students are not private and may be monitored, reviewed, audited, intercepted, accessed, or disclosed at any time by designated District staff to ensure appropriate use.

One level of security Lovejoy ISD has implemented is the installation of an Internet filtering service. Students may not disable, or attempt to disable, any Internet filtering service. In addition, all students will receive classroom instruction regarding appropriate technology use and acceptable Internet behavior, including a review of the Student AUP. System users and parents of students with access to the System should be aware that use of the System may provide access to other electronic communications systems in the global electronic network that may contain inaccurate and/or objectionable material. Lovejoy ISD makes every effort to limit access to objectionable material; however, controlling all such materials on the Network/Internet is impossible, even with filtering in place. A student who gains access to such material is expected to discontinue the access as quickly as possible and to immediately report the incident to the supervising teacher or staff. Ultimately, however, it is the user's responsibility to appropriately use technology resources. Should a user be found in violation of the Student AUP, the incident will be regarded as a violation of school rules and the Student Code of Conduct, resulting in disciplinary measures.

Acceptable Use

The District's System will only be used for learning, teaching, and administrative purposes consistent with the District's mission and goals. Commercial use of or solicitation using the District's System is strictly prohibited. The System may not be used for illegal purposes, in support of illegal activities, or for any other activity prohibited by District Policy or guidelines. Students will be provided information regarding appropriate online behavior, appropriate interaction with others on social networking sites and chat rooms, and cyber-bullying awareness and response in accordance with Board Policy CQ (LOCAL).

Responsibility:

- Student access to telecommunications and networked information resources shall follow guidelines developed for the selection of appropriate instructional materials contained in Board Policy EFA (Local)
- Since access could extend beyond evaluated or previewed resources, students and parents must be informed that inappropriate materials could be encountered during students' research required to achieve valid instructional objectives. If such inappropriate material is inadvertently encountered, it shall be disengaged from immediately.
- Users may not purposefully access materials or send or post messages that are offensive, abusive, obscene, profane, pornographic, sexually oriented, threatening, harassing, damaging to another's reputation, racially offensive, or illegal. Students are expected to use appropriate language and refrain from swearing, using vulgarity, and/or ethnic or racial slurs.
- During school, teachers will help guide students toward appropriate materials. Outside of school, families bear responsibility for such guidance as they exercise with other information sources such as television, telephones, movies, radio and other potentially offensive media.
- While using the Internet on District computers, you may not give out your first name, last name, your picture, your parents' names, your telephone number, your address, or your Social Security number.
- Students should never use District equipment to make appointments to meet people whom they met on-line and should report to a teacher or administrator if they receive any request for such a meeting.

Privacy:

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- Network storage areas may be treated like school lockers. Designated District staff may review files and communications to maintain system integrity and insure that users are using the system responsibly. Users should not expect that files stored on District servers or District approved Internet sites such as Google Drive, Canvas etc. will always be private.
- Any attempt to harm or destroy District equipment or data or the data of another user of the District's System, or any of the agencies or other networks that are connected to the Internet is prohibited. Violating the integrity of the District's data systems or manipulating the District's data files without proper authorization is prohibited. Attempts to degrade or disrupt system performance are violations of Board Policy and administrative regulations and may constitute unlawful activity under applicable state and federal laws. Such prohibited activity includes, but is not limited to, the uploading or creating of computer viruses and "hacking" into the data or system of another user of the District's System, or any of the agencies or other networks that are connected to the Internet.

COPPA Notice

The Children's Online Privacy Protection Act (COPPA) is a federal law governing the online collection of personal information from children under 13. The rules spell out what a website operator must include in a privacy policy, when and how to seek verifiable consent from a parent and what responsibilities an operator has to protect children's privacy and safety online.

LovejoyISD utilizes several educational software applications and web-based services that are operated by third parties. In order for our students to use these valuable programs and services, certain personal identifying information, generally the student's name and username and/or email address, must be provided to the website operator. Under federal law, these websites must provide parental notification and obtain parental consent before collecting personal information from children under the age of 13. The law permits schools to consent to the collection of personal information on behalf of all of its students, eliminating the need for individual parental consent given directly to the website operator. More information regarding COPPA is available on the Federal Trade Commission website at www.ftc.gov.

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 on district-owned or personally owned equipment, if it results in a substantial disruption to the educational environment. Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content—commonly referred to as "sexting"—will be disciplined in accordance with the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement. This type of behavior may constitute bullying or harassment, as well as impede future endeavors of a student. We encourage parents to review with their child the ["Before You Text" Sexting Prevention Course](#), a state-developed program that addresses the consequences of sexting.

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

Lovejoy ISD Technology Resources Acceptable Use Agreement

My child and I have read, understand, and will comply with the Lovejoy ISD Technology Resources Student Acceptable Use Policy. We understand that non-compliance with this policy may result in suspension of my child's access or termination of my child's privileges and other disciplinary action consistent with Board Policies and state law. [See the Student Code of Conduct, and Board Policies FN series, and FO series.] I realize that any of my child's actions that are violations of law may result in criminal prosecution as well as disciplinary action by the District. Any violation of this policy that results in system disruption or damage may

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result in the assignment of financial liability to my child or me. Furthermore, I consent to the release of my child's personal information for the purpose of accessing educational software applications and web-based services utilized by the District. I have been informed that I can access a list of applications and websites that may be used in District classrooms on the Lovejoy ISD website.

End-of-Course (EOC) Assessments

[See **Graduation** on page 58 and **Standardized Testing** on page 85.]

English Learners (All Grade Levels)

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

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

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR Spanish, as mentioned at **Standardized Testing** on page 87, is available for English learners up to grade 5 for whom a Spanish version of STAAR is the most appropriate measure of their academic progress. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to English learners who qualify for services.

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

Extracurricular Activities, Clubs, and Organizations (All Grade Levels)

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships.

Some extracurricular activities may include off-campus events. Students are required to use transportation provided by the district to and from the events. Exceptions may only be made with the approval of the activity's coach or sponsor. [See **Transportation** on page 89.]

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

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

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

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

- A student who receives at the end of a grading period a grade below 70 in any academic class— other than an advanced placement or international baccalaureate course; or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or a foreign language—may not participate in extracurricular activities for at least three school weeks.
- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- The District shall make no distinction between absences for UIL activities and absences for other extracurricular activities approved by the Board. Absences allowed during a school year for extracurricular activities shall be limited to: ten absences not related to post-district competition, five absences for post-district competition prior to state, and two absences for state competition, up to a maximum of 17 days total. See Policy FM (LOCAL).
- An absence for participation in an activity that has not been approved will receive an unexcused absence.

Standards of Behavior

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

Fees (All Grade Levels)

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

- Materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations.
- Admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student health and accident insurance.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the district.

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- 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.
- 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 89.]
- A maximum of \$50 for an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a course taken through the Texas Virtual School Network (TXVSN).

Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made to the campus principal. [See policy FP for more information.]

Fundraising (All Grade Levels)

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

Gang-Free Zones (All Grade Levels)

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

Gender-Based Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 43.]

Grade Level Classification (Grades 9-12 Only)

After grade 9, students are classified according to the number of credits earned toward graduation.

Credits Earned	Classification
6	Grade 10 (Sophomore)
12	Grade 11 (Junior)
18	Grade 12 (Senior)

Grading Guidelines (All Grade Levels)

For additional information see EIA (LOCAL)

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

- The minimum number of assignments, projects, and examinations required for each grading period
- How the student's mastery of concepts and achievement will be communicated (i.e., letter grades, numerical averages, checklist of required skills, etc.)
- Circumstances under which a student will be allowed to redo an assignment or retake an examination the student originally failed
- Procedures for a student to follow after an absence
- Behavior/work habit expectation for each student
- Strives for quality work
- Respects adults, peers, school property
- Organizes self, materials, and belongings
- Listens attentively and follows directions
- Participates appropriately in group activities
- Stays on task

Progress indicators are:

- Consistently
- Often
- Sometimes
- Rarely

[See **Report Cards/Progress Reports and Conferences** on page 78 for additional information on grading guidelines.]

Graduation (Secondary Grade Levels Only)

Requirements for a Diploma

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

- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute

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assessments, unless specifically waived as permitted by state law

- Complete the required number of credits established by the state and any additional credits required by the district
- Complete any locally required courses in addition to the courses mandated by the state
- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education (SBOE)
- Complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA).

Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on EOC assessments in:

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

A student who does not achieve a sufficient score will have opportunities to retake an assessment. State law allows a student to meet EOC requirements by substituting satisfactory performance on approved national standardized assessments or on the state-developed assessment used for entrance into Texas public universities. [See the school counselor for more information on the state testing requirements for graduation.] If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation in the applicable content area. This may require the student's participation outside normal school operating times. In limited circumstances, a student who fails to demonstrate proficiency on two or fewer of the required assessments may still be eligible to graduate if an individual graduation committee, formed in accordance with state law, unanimously determines that the student is eligible to graduate. [See Standardized Testing on page 85.]

Foundation Graduation Program

Every Texas public school student will graduate under the foundation graduation program. The foundation graduation program features endorsements, which are paths of interest that include:

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

Endorsements earned by a student will be noted on the student's transcript.

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A student can complete the foundation graduation program with a “distinguished level of achievement,” which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits.

A Personal Graduation Plan will be completed for each high school student, as described on page 63. State law prohibits a student from graduating solely under the foundation graduation program without an endorsement unless, after the student’s sophomore year, the student and student’s parents are advised of the specific benefits of graduating with an endorsement and submit written permission to the school counselor for the student to graduate without an endorsement. A student who wishes to attend a four-year university or college after graduation must carefully consider whether graduation under the foundation program without an endorsement will satisfy the admission requirements of the student’s desired college or university.

A student graduating under the foundation graduation program can also earn performance acknowledgments on his or her transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy, on an AP or IB examination, on certain national college preparatory and readiness or college entrance examinations, or for earning a license or certificate recognized at the state, national, or international level. The school counselor can provide more information about these acknowledgments.

A student is not required to complete an Algebra II course to graduate under the foundation graduation program, and the district will annually notify a student’s parent of this fact. However, not taking Algebra II will make a student ineligible for automatic admission to four-year public universities and colleges in Texas and for certain financial aid and grants while attending those institutions.

A school district will permit a student to satisfy the curriculum requirements for graduation under the foundation program with the distinguished level of achievement, including an endorsement, by successfully completing courses in the core curriculum of a public Texas institution of higher education. Please see your counselor for more information.

Credits Required

The foundation graduation program requires completion of the following credits:

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	3	3
Physical Education	1	1
Languages other than English	2	2
Fine Arts	1	1

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<i>Locally required courses</i>	.5 Health .5 Lovejoy Leadership	.5 Health .5 Lovejoy Leadership
<i>Locally required courses</i>	1 Technology	1 Technology 1 World Geography
Electives	5	7
Total	24 credits	26 credits

Additional considerations apply in some course areas, including:

- Mathematics. To obtain the distinguished level of achievement under the foundation graduation program, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits. A student’s completion of the distinguished level of achievement is a requirement to be considered for automatic admission to a Texas four-year college or university and will be included on a student’s transcript.
- Physical education. A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student’s ARD committee, Section 504 committee, or other campus committee, as applicable.
- Languages other than English. Students are required to earn 2 credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits.
- A student may satisfy one of the two required credits by successfully completing in elementary school a dual language immersion program meeting criteria on a proficiency as outlined by the district or a course in American Sign Language.
- In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

Available Endorsements

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

Personal Graduation Plans

A personal graduation plan will be developed for each high school student.

The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with a 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 parents. Before the end of grade 9, a student and his or her parents will be required to sign off on a personal graduation plan that promotes college and workforce readiness, promotes career placement and advancement, and facilitates the transition from secondary to postsecondary education.

The student’s personal graduation plan will outline an appropriate course sequence based on the student’s choice of endorsement.

Please review [TEA's Graduation Toolkit](#).

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

Available Course Options for All Graduation Programs

Each spring, the district will update students on the courses required or offered in each curriculum area so students can enroll for the upcoming school year.

Note: The district may require the completion of certain courses for graduation even if these courses are not required by the state for graduation.

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

Certificates of Coursework Completion

A certificate of coursework completion will not be issued to a student who has successfully completed state and local credit requirements for graduation but has not yet demonstrated satisfactory performance on the state-mandated tests required for graduation.

Students with Disabilities

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

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

A student who receives special education services may earn an endorsement under the foundation program. If the student's curriculum requirements for the endorsement were modified, the student's ARD committee will determine whether the modified curriculum is sufficiently rigorous to earn the endorsement. The ARD committee must also determine whether the student must perform satisfactorily on any end-of-course assessment to earn an endorsement.

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

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

Early Graduation

Students who complete graduation requirements at the end of the first semester may participate in spring graduation exercises only and no other senior or school activities during the second semester. Students who wish to graduate early should file an early graduation request by May 1st of the previous school year. Principal approval is required.

Graduation Speakers

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Certain graduating students will be given an opportunity to speak at graduation ceremonies.

A student must meet local eligibility criteria, which may include requirements related to student conduct, to have a speaking role. Students eligible for speaking roles will be notified by the principal and given an opportunity to volunteer.

[See the Student Code of Conduct and policy FNA(LOCAL) for more information.] [For student speakers at other school events, see **Student Speakers** on page 88.]

Graduation Expenses

Because students and parents will incur expenses to participate in the traditions of graduation—such as the purchase of invitations, senior ring, cap and gown, and senior picture—both the student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year. [See **Fees** on page 63.]

Scholarships and Grants

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

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

Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 43.]

Hazing (All Grade Levels)

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

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

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

[See **Bullying** on page 29 and policies FFI and FNCC for more information.]

Health—Physical and Mental

Illness (All Grade Levels)

When your child is ill, please contact the school to let us know he or she will not be attending that day.

State rules require schools to exclude students with certain illnesses from school for certain periods of time. For example, if a child has a fever over 100 degrees, he or she must stay out of school until fever-free for 24 hours without use of fever-reducing medications. Students with diarrheal illnesses must stay home until they are diarrhea-free without use of diarrhea suppressing medications for 24 hours.

A parent should contact the school nurse if a student has been diagnosed with COVID-19 or may have COVID-19.

A full list of conditions for which the school must exclude children can be obtained from the school nurse.

If a student becomes ill during the school day, and the school nurse determines that the child should go home, the nurse will contact the parent.

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

The school nurse is available to answer any questions for parents who are concerned about whether or not their child should stay home.

Immunization (All Grade Levels)

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized.

For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district.

This form may be obtained by writing the:

DSHS Immunization Branch (MC 1946), P.O.
Box 149347, Austin, Texas 78714-9347; or online at [Affidavit Request for Exemption from Immunization](#).

The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are:

- Diphtheria, tetanus, and pertussis
- Rubeola (measles), mumps, and rubella
- Polio

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- Hepatitis A
- Hepatitis B
- Varicella (chicken pox)
- Meningococcal

The school nurse can provide information on immunization requirements. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

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

For information on immunization against bacterial meningitis and college enrollment and attendance, see **Bacterial Meningitis** on page 71.

[See the DSHS website: [Texas School & Child Care Facility Immunization Requirements](#) and policy FFAB(LEGAL) for more information.]

Lice (All Grade Levels)

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

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

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

More information on head lice can be obtained from the DSHS website [Managing Head Lice in School Settings and at Home](#).

[See policy FFAA for more information.]

Medicine at School (All Grade Levels)

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

No Tolerance Policy

Lovejoy ISD has a no tolerance policy for students in possession of medication of any kind, including herbal

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supplements, vitamins, and all over the counter medications including cough drops/lozenges. All medications must be delivered and picked up by a parent or guardian.

Students are not allowed to drop off or take home their medication(s) from the school clinic. All medications are to be stored in the nurse's office with the exception of prescribed medications for the treatment of asthma, anaphylaxis and diabetes. Please see the campus nurse if your child has one of these conditions.

Students with asthma or anaphylaxis may carry prescribed inhalers or medications provided written authorization from the parent or guardian is given to the campus nurse as well as a written statement from the student's physician or licensed health care provider stating that the student has asthma or anaphylaxis and is capable of self-administering the prescribed medication. The physician must also provide written information of the name and purpose of the medication and the prescribed dosage. All medications must be examined and approved by the campus nurse and must also have the prescription label on the medication.

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

All other medications must be stored in the campus clinic in the original container clearly labeled with the student's name. Failure to store medication in the campus clinic or follow the above-mentioned procedure may result in serious disciplinary action.

Medication Guidelines:

- All medication must be stored in the clinic except in special circumstances for a student with asthma, diabetes or a life-threatening allergy (See above no tolerance section). Special education classrooms will work one on one with campus nurses for medication procedures.
- All prescription medication MUST be in the original container with a pharmacy prescription label. No more than one month's supply of medication, in a prescription labeled bottle, shall be brought to the clinic at one time. ALL prescription medication will be counted and documented upon arrival to the clinic.
- Over the counter medication MUST be in the original container with the student's name on the container. Due to limited storage, no more than a 30-count container shall be stored in the clinic. Over the counter medications may be left in the clinic during the entire school year with a parent's signature. We are unable to store any medication at the school during the summer and will dispose of all medication left in the clinic after the last day of school.
- Over the counter medications will be given according to the label on the package unless otherwise directed by a physician.
- Over the counter medications will not be given for more than 5 consecutive school days without a physician's signature.
- LISD Medication Administration Form must be complete with parent's signature.
- Medications are to be brought to the clinic by the parent or guardian. Only an adult may pick up medications from the clinic.
- All prescription medication given over 10 days will REQUIRE a physician's signature.
- No medication container may contain more than one (1) type of medication.
- Medications prescribed or requested to be given three (3) times per day or less are not to be given at school unless the nurse determines that a special need exists.

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- A student MAY NOT share medication with another student.
- Siblings MAY NOT share medication.
- LISD health services personnel do not administer dietary or herbal supplements, essential oils, homeopathic or alternative medications, including but not limited to, CBD products, and medication(s) with THC will NOT be given on any LISD campus, unless otherwise required by law. *In accordance with the Nurse Practice Act, Texas Code, Section 217.11, the school nurse has the responsibility and authority to refuse to administer medications that in the nurse's professional judgment are not in the best interest of the student.*
- District employees will not give a student prescription medication, nonprescription medication, herbal substances, anabolic steroids, dietary supplements, caffeine in any form, energy drinks, or use essential oils on a student with the following exceptions:
 - In certain emergency situations, the District will maintain and administer to a student appropriate treatment, but only:
 - In accordance with the guidelines developed with the District's medical advisor. [See policy FFAF and FFA.]

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 FFEB.]

Sunscreen

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

At the elementary level, a student's teacher or other district personnel will apply sunscreen to the student's exposed skin if the student brings the sunscreen to school and asks for help applying it. A student at this level may apply his or her own sunscreen if the student is able to do so.

At the secondary level, a student may possess and apply sunscreen when necessary. If the student needs assistance with sunscreen application, please address the need with the school nurse.

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

Sunscreen, if to be applied by district personnel, will follow established nonprescription medication guidelines.

Asthma and Severe Allergic Reactions

A student with asthma or severe allergic reaction (anaphylaxis) may possess and use prescribed asthma or anaphylaxis medication at school or school-related events only if he or she has written authorization from his

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or her parents and a physician or other licensed health-care provider. The student must also demonstrate to his or her health-care provider and 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.

See also **Food Allergies** on page 71.

Epinephrine Auto-Injectors

In accordance with Chapter 38, Subchapter E of the Education Code, LISD has adopted a policy to allow authorized school personnel who have been adequately trained to administer an epinephrine auto-injector to a person who is reasonably believed to be experiencing an anaphylactic reaction.

Authorized and trained individuals may administer an epinephrine auto-injector at any time to a person experiencing anaphylaxis on a school campus.

The District will ensure that at each campus a sufficient number of school personnel are trained to administer epinephrine so that at least one trained individual is present on campus during all hours the campus is open. The District considers a campus to be open beginning with the first hour of instruction through the last hour of instruction. (*FFAC (LOCAL)*).

Any resulting EMS or 911 fees based on the administration of an epinephrine auto-injector would be the responsibility of the parent or guardian. The administration of an epinephrine auto-injector whether provided by parent or guardian, or from stock medication requires an EMS/911 call anytime.

Steroids (Secondary Grade Levels Only)

State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for physician-prescribed medical use only.

Bodybuilding, muscle enhancement, or the increase of muscle bulk or strength through the use of an anabolic steroid or human growth hormone by a healthy student is not a valid medical use and is a criminal offense.

Spinal Screening Program

School-based spinal screening helps identify adolescents with abnormal spinal curvature at an early stage, when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities. Spinal screening is non-invasive and conducted in accordance with the most recent, nationally accepted and peer-reviewed standards.

All students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature before the end of the school year. As appropriate, students will be referred for follow-up with their physician.

For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, contact the superintendent or see policy FFAA(LEGAL).

Acanthosis Nigricans Screening

The RN, or state-trained clinic assistant, conducts all state-mandated screenings for Acanthosis Nigricans (AN) – a screening for hyperinsulinemia that places a person at risk for developing Type II diabetes. The AN screen involves a visual examination of the back of the neck, if found to be positive height, weight, BMI, and blood pressure are also completed. The RN or clinic assistant will also conduct state-mandated hearing, spinal and vision screenings. A spinal screening involves a visual examination of the student's back. See the campus

nurse for information.

[See policy FFAA for more information.]

Mental Health Support (All Grade Levels)

The district has implemented programs to address the following mental health, behavioral health, and substance abuse concerns:

- Mental health promotion and early intervention
- Building skills to manage emotions, establish and maintain positive relationships, and engage in responsible decision-making
- Substance abuse prevention and intervention
- Suicide prevention, intervention, and postvention (interventions after a suicide in a community)
- Grief, trauma, and trauma-informed care
- Positive behavior interventions and supports
- Positive youth development
- Safe, supportive, and positive school climates

If a student has been hospitalized or placed in residential treatment for a mental health condition or substance abuse, the district has procedures to support the student's return to school. Please contact the school's counselor for further information.

Teachers and other district employees may discuss a student's academic progress or behavior with the student's parents or another employee as appropriate; however, they are not permitted to recommend use of psychotropic drugs. A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication that is intended to alter perception, emotion, mood, or behavior. A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. [See policy FFEB for more information.]

For related information, see:

- **Consent to Conduct a Psychological Evaluation or Provide a Mental Health Care Service** on page 11 for the district's procedures for recommending a mental health intervention
- **Counseling** for the district's comprehensive school counseling program
- **Physical and Mental Health Resources** on page 72 for campus and community mental and physical health resources
- **Policies and Procedures that Promote Student Physical and Mental Health** on page 72 for board-adopted policies and administrative procedures that promote student health

Multi-Tiered Systems of Support (MTSS)

Lovejoy ISD uses Multi-Tiered Systems of Support (MTSS) to implement successful academic, mental health and behavioral outcomes for all students, regardless of challenges. This can involve significant interventions for students, with the goal of improving student academic and character development. The flexibility of this

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framework allows students to move from tier to tier as needed, without prescribed timelines.

The elements of MTSS include:

- Multiple tiers of instruction, intervention, and support. Includes learning standards and behavioral expectations. This also includes increasing levels of intensity.
- Problem solving process: Collaborative and team based decision making to determine which students need interventions.
- Data Evaluation: Interpretations of data to determine student progress and action steps.
- Communication and collaboration: Teamwork focuses on building relationships and using data to improve those relationships.

MTSS provides a method of early identification and intervention through a problem solving approach involving school staff, parents and students.

Physical Activity Requirements

Elementary School

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

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

Middle School

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

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

Temporary Restriction from Participation in Physical Education

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

Physical Fitness Assessment (Grades 3–12)

Annually, the district will conduct a physical fitness assessment of students in grades 3–12 who are enrolled in a physical education course or a course for which physical education credit is awarded. At the end of the school year, a parent may submit a written request to Erin Perkins, Director of Elementary Education and Early Childhood to obtain the results of his or her child’s physical fitness assessment conducted during the school year.

Physical Health Screenings / Examinations

Athletics Participation (Secondary Grade Levels Only)

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

This examination is required to be submitted annually to the District.

Sudden Cardiac Arrest Awareness

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

See the UIL's explanation of [sudden cardiac arrest](#) for more information.

Special Health Concerns (All Grade Levels)

Bacterial Meningitis (All Grade Levels)

Please see the district's website at <http://lovejoyisd.net> for information regarding meningitis.

Note: DSHS requires at least one meningococcal vaccination on or after a student's 11th birthday, unless the student received the vaccine at age 10. Also note that entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus. [See **Immunization** on page 64.]

Diabetes

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

Food Allergies (All Grade Levels)

Parents should notify the district when a student has been diagnosed with a food allergy, especially an allergy that could result in dangerous or life-threatening reactions either by breathing, eating or touching the particular food. It is important to disclose the food to which the student is allergic as well as the nature of the allergic reaction. Please contact the school nurse or campus principal if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy.

The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services' (DSHS) "Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis" found on the DSHS website at [Allergies and Anaphylaxis](#) website.

When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed at www.lovejoyisd.net. [See **Celebrations** on page 33 and policy FFAF for more information.]

Seizures (All Grade Levels)

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

[See **A Student with Physical or Mental Impairments Protected under Section 504** on page 24 and contact the school nurse for more information.]

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

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

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

Health-Related Resources, Policies, and Procedures

Physical and Mental Health Resources (All Grade Levels)

Parents and students in need of assistance with physical and mental health concerns should contact the following campus counselor, nurse, or administrator.

The local public health authority, *Collin County Health Department* which may be contacted at 972-548-5500

Policies and Procedures that Promote Student Physical and Mental Health (All Grade Levels)

The district has adopted board policies that promote student physical and mental health. (LOCAL) policies on the topics below can be found in the district's policy manual, available at <https://pol.tasb.org/home/index/319>

- Food and nutrition management: CO, COA, COB
- Wellness and Health Services: FFA
- Physical Examinations: FFAA
- Immunizations: FFAB
- Medical Treatment: FFAC
- Communicable Diseases: FFAD
- School-Based Health Centers: FFAE
- Care Plans: FFAF
- Crisis Intervention: FFB
- Trauma-informed Care: FFBA
- Student Support Services: FFC

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- Student Safety: FFF
- Child Abuse and Neglect: FFG
- Freedom from Discrimination, Harassment, and Retaliation: FFH
- Freedom from Bullying: FFI

In addition, the District Improvement Plan details the district's strategies to improve student performance through evidence-based practices that address physical and mental health.

The district has developed administrative procedures as necessary to implement the above policies and plans. Please contact Assistant Superintendent of Curriculum and Instruction, Laurie Tinsley at 469-742-8000 for further information regarding these procedures and access to the District Improvement Plan.

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

During the preceding school year, the district's School Health Advisory Council (SHAC) held 4 meetings. Additional information regarding the district's SHAC is available from the school district website.

[See **Human Sexuality Instruction** on page 12. Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking on page 6, and policies BDF and EHAA. for more information.]

Student Wellness Policy/Wellness Plan (All Grade Levels)

To encourage healthy habits in our students, the district has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement it. You are encouraged to contact Mat McCarty Director of Student Nutrition, with questions about the content or implementation of the district's wellness policy and plan.

Law Enforcement Agencies (All Grade Levels)

Questioning of Students

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal will cooperate fully regarding the conditions of the interview, including without parental consent, if necessary, if it is part of a child abuse investigation. In other circumstances, the principal will:

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

Students Taken into Custody

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

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.

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

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

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

Notification of Law Violations

The District is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who 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 regarding a student who is required to register as a sex offender.

[See policy GRAALEGAL) for more information.]

Leaving Campus (All Grade Levels)

Remember that student attendance is crucial. Appointments should be scheduled outside of school hours if possible. Except for extenuating circumstances, students will not regularly be released before the end of the school day.

State rules require parental consent before any student leaves campus for any part of the school day.

For students in elementary and middle school, a parent or authorized adult must come to the office and show identification to sign the student out. A campus representative will ask the student to report to the office. For

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safety purposes and stability of the learning environment, we cannot allow any unescorted adult to go to the classroom or other area to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.

The same process applies to students in high school. If the student's parent authorizes the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office no later than two hours prior to the student's need to leave campus. A phone call from the parent may be accepted, but the school may ultimately require a note for documentation purposes. The student must sign out through the main office and sign in upon his or her return if the student returns the same day.

If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school.

Unless the parent directs district personnel to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures listed above. If a student is permitted by his or her parents to leave campus unaccompanied, the nurse will document the time of day the student was released. Under no circumstances will a student in elementary or middle school be released unaccompanied.

If a student is 18 years of age or is an emancipated minor, the student may sign him- or herself out of school. Documentation regarding the reason for the absence will be required.

At Any Other Time during the School Day

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

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

Lost and Found (All Grade Levels)

A lost and found collection box is located in the campus office. A student who loses an item should check the lost and found box. The district discourages bringing personal items of high monetary value to school, as the district is not responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

Makeup Work

Makeup Work Because of Absence (All Grade Levels)

A teacher may assign makeup work to a student who misses class based on instructional objectives and the needs of the student in mastering the essential knowledge and skills or meeting subject or course requirements. The student will be responsible for obtaining and completing the makeup work within the time specified by the teacher.

The student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time so that the teacher and student may plan any makeup work. Please remember the importance of student attendance at school. With limited exceptions, all absences count for the 90 percent threshold set in state law regarding "attendance for credit or final grade." [See **Attendance for Credit or Final Grade** on page 29..] A student involved in an extracurricular activity must notify his or her teachers ahead of time about any absences.

A student will be permitted to make up tests and turn in projects due in any class missed because of absence.

DAEP Makeup Work

Elementary and Middle and High School Grade Levels Grades 9–12

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

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

Alternative Means to Receive Coursework

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

Opportunity to Complete Courses

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

Nondiscrimination Statement (All Grade Levels)

In its efforts to promote nondiscrimination and as required by law, the district does not discriminate on the basis of race, religion, color, national origin, gender, sex, disability, age, or any other basis prohibited by law in providing education services, activities, and programs, including Career and Technical Education (CTE) programs. The district provides equal access to the Boy Scouts and other designated youth groups. The following district representatives have been designated to coordinate compliance with these legal requirements:

- Title IX Coordinator for concerns regarding discrimination on the basis of sex, including sexual harassment or gender-based harassment: *Kevin Parker, Executive Director of Student Service at 469-742-8000.*
- ADA/Section 504 Coordinator for concerns regarding discrimination on the basis of disability: *Stephani Kranz, Director of Student Support at 469-742-8000.*
- All other concerns regarding discrimination: See the superintendent, *Contact the Office of the Superintendent at 469-742-8000.*

[See policies FB, FFH, and GKD for more information.]

Title IX

The district has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking or gender-based harassment.

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Kevin Parker
Executive Director of Student Service
469-742-8000
kevin_parker@lovejoyisd.net
259 Country Club Rd, Allen, Texas 75002

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

The following district representatives have been designated to address concerns or inquiries about other kinds of discrimination. For concerns regarding discrimination on the basis of disability, see the ADA/Section 504 Coordinator:

Stephani Kranz
Director of Student Support
469-742-8000
stephani_kranz@lovejoyisd.net
259 Country Club Rd, Allen, Texas 75002

For all other concerns regarding discrimination, see the superintendent.

Katie Kordel
Superintendent
469-742-8000
katie_kordel@lovejoyisd.net
259 Country Club Rd, Allen, Texas 75002

Pledges of Allegiance and a Minute of Silence (All Grade Levels)

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

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others.

In addition, state law requires that each campus provide for the observance of one minute of silence in remembrance of those who lost their lives on September 11, 2001, at the beginning of the first class period when September 11 falls on a regular school day.

[See policy EC for more information.]

Prayer (All Grade Levels)

Each student has a right to pray individually, voluntarily, and silently or to meditate in school in a manner that does not disrupt school activities. The school will not encourage, require, or coerce a student to engage in or 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.

Prekindergarten – Grade 3

A parent may request in writing that a student repeat prekindergarten, kindergarten, or grade 1, 2, 3. Before granting the request, the district may convene a retention committee to meet and discuss the request, and will invite the parent to participate.

Elementary and Middle School Grade Levels

For the 2022-2023 school year, a parent may request in writing that a student repeat grade 4, 5, 6, 7, or 8 that the student was enrolled in during the 2020-2021 school year. Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

Release of Students from School

[See Leaving Campus on page 74]

Report Cards/Progress Reports and Conferences (All Grade Levels)

Report cards with each student's performance and absences in each class or subject are issued at least once every nine weeks.

At the end of the first four weeks of a grading period, parents will receive a progress report if their child's performance in any course/subject area is near or below 70 or is below the expected level of performance. If the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be asked to schedule a conference with the teacher.

Teachers follow grading guidelines which have been approved by the superintendent pursuant to the board-adopted policy, and are designed to reflect each student's relative mastery of each standard 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 the teacher did not follow the district's grading policy.

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.

Report cards and unsatisfactory progress reports must be signed by the parent and returned to the school within 5 school days. The district may communicate academic information about a student electronically, including for progress reporting purposes. An electronic signature will be accepted by the district, but parents are entitled to request a handwritten signature of acknowledgement instead.

Retaliation

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

Safety (All Grade Levels)

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

- Avoid conduct that is likely to put the student or others at risk.
- Follow all behavioral standards in this handbook and the Student Code of Conduct or set by district employees.
- Remain alert to any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member, and promptly report any incidents to a district employee.

A student may anonymously report concerns by using Vector Alert system:

Phone: (469) 919-5861
Text: (469) 919-5861
Email: 1186@alert1.us
Online: <http://1186.alert1.us>

The district code is 1186

- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Accident Insurance

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

Insurance for Career and Technical Education (CTE) Programs

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

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

Periodically, the school will conduct preparedness drills of emergency procedures. When the command is given or alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

Preparedness Training: CPR and Stop the Bleed

The district will annually offer instruction in CPR at least once to students enrolled in grades 7–12. The instruction can be provided as part of any course and is not required to result in CPR certification. The district will annually offer students in grades 7–12 instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see [Homeland Security's Stop the Bleed](#) and [Stop the Bleed Texas](#).

Emergency 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, all parents are asked each year to complete an emergency care consent form. Parents should contact the school nurse to update emergency care information (name of doctor, emergency phone numbers, allergies, etc.).

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

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

The emergency care authorization form will be used by the district when a student's parent or authorized designee cannot be contacted. A student may provide consent if authorized by law or court order.

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

Emergency School Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information in the event that the district needs to notify parents of early dismissal, delayed opening, or restricted access to a campus because of severe weather, a security threat, or another emergency cause.

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

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community through PowerSchool BrightArrow. [See Communications-Automated, Emergency on page 38.]

District Tip Reporting

Safety is one of our district's top priorities. To this end, we use Vector Alert, a tip reporting system which allows students, staff, and parents to submit safety concerns to our administration four different ways:

Phone: (469) 919-5861
Text: (469) 919-5861
Email: 1186@alert1.us
Online: <http://1186.alert1.us>

The district code is 1186

Easily report tips on bullying, harassment, drugs, vandalism, or any safety issue you're concerned about. You can submit a tip anonymously online or by telephone.

School Facilities

Asbestos Management Plan (All Grade Levels)

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's asbestos management plan is available in the central administrative office. If you have any questions or would like to examine the district's plan in more detail, please contact Jennifer DuPlessis, the district's Asbestos Designated Person, at 469-742-8002.

Student Nutrition Services

The district participates in the National School Lunch Program (NSLP) at the elementary and intermediate level and offers students nutritionally balanced meals daily in accordance with standards set forth in state and federal law. Middle and high school campuses are not on the NSLP and offer various meal options for students and staff.

A la carte menu items and snacks will be available and charged to the student's lunch account. A la carte and snack pricing may be found on the Lovejoy Student Nutrition website as well as in the cafeteria on the serving lines.

We encourage application for eligibility determination for students to receive free or reduced-price meals if the student may be eligible. Please visit the Student Nutrition web site or contact the department at (469) 742-8029 or (469) 742-8000 for information.

Wellness Policy

All District elementary schools (K-4 grades) and intermediate schools (5-6 grades) participate in the United States Department of Agriculture's (USDA's) National School Lunch Program (NSLP). Federal law requires that the District establish nutrition guidelines for foods made available on each campus that are consistent with the federal standards and that promote student health and reduce childhood obesity. The District's nutrition guidelines are to ensure all foods and beverages sold, otherwise made available, or marketed to students during the school day adhere to all federal regulations and guidance and are designed to promote student health and reduce childhood obesity.

Lunch

A lunch meal may consist of an entrée selection, up to 2 sides, and choice of milk. Federal regulations require a student to select a vegetable and/or fruit as part of their meal. In addition to our daily lunch offerings, students may also purchase snack-like items (a la carte) that meet the federal Smart Snack Standards. Although it is discouraged, during the child's lunch period, parents may bring food from outside sources (local restaurants) for their child(ren) ONLY. Food may not be brought in for other students.

Lunch Cost

During the 2022-2023 school year, standard meal prices are \$3.50 at elementary, \$4.00 at intermediate and middle school, and \$4.50 at the high school. Premium meals are also available for \$4.75 at intermediate and middle schools and \$5.25 at the high school.

Payments

It is highly encouraged that lunch account pre-payments be made online at www.myschoolbucks.com. Cash and check payments will be accepted. Checks dropped off at the campuses are to have the student's name and student ID # written on the check. Cash is to be in an envelope with the student's name and ID # number written on the front of the envelope. If a parent/student brings cash, the full amount will be deposited into the student's meal account. We are not able to offer change. Payments are accepted from 7:30 a.m. to 8:00 a.m. each morning, and again during lunch times.

Point-of-Sale Features

The Cafeteria uses an automated payment system referred to as the Point-of-Sale (POS). This allows prepayments to be posted, as well as providing tracking information for sales and student purchases. The POS also has the ability to place messages on a student account to alert the cashier of any food allergies, notations, or limitations on student's purchases. Call Student Nutrition Services at (469) 742-8041 for further information.

Vending Machines (All Grade Levels)

The district has adopted and implemented the state and federal policies for food service, including guidelines to restrict student access to vending machines. For more information regarding these policies and guidelines, see www.lovejoyisd.net.

[See policy FFA for more information.]

Pest Management Plan (All Grade Levels)

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

All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area.

Parents who have questions or who want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area may contact Alex Roman, the district's IPM coordinator, at 469-742-8000.

Conduct Before and After School (All Grade Levels)

Teachers and administrators have full authority over student conduct at before- or after-school activities. Whether a school activity is on or off district premises, students must follow the same rules of conduct that apply during the instructional day. Misbehavior will be subject to consequences established by the ***Student Code of Conduct*** or any stricter standards of behavior established by the sponsor for extracurricular participants.

Library (All Grade Levels)

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

Use of Hallways during Class Time (All Grade Levels)

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

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

Certain areas of the school will be accessible to students before and after school for specific purposes.

Students are required to remain in the area where their activity is scheduled to take place. For a list of areas on school property that are opened to students before school and the times when these areas are available check with the school principal.

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 from school in the afternoon, and unless involved in an activity under the supervision of a teacher, students must leave campus immediately. Failure to leave campus may result in disciplinary consequences.

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

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

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

School-Sponsored Field Trips (All Grade Levels)

The district periodically takes students on field trips for educational purposes. A parent must provide permission for a student to participate in a field trip.

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

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

Searches

Searches in General (All Grade Levels)

In the interest of promoting student safety and drug-free schools, district officials may occasionally conduct searches.

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

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

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

District Property (All Grade Levels)

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

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

Metal Detectors (All Grade Levels)

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

Telecommunications and Other Electronic Devices (All Grade Levels)

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

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

[See **Electronic Devices and Technology Resources** on page 50 and policy FNF(LEGAL) for more information.]

Trained Dogs (All Grade Levels)

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

Drug Testing (Secondary Grade Levels Only)

The District requires the random drug-testing of any student in grades 9-12 who chooses to participate in school-sponsored extracurricular activities. [See policy FNF]

Vehicles on Campus (Secondary Grade Levels Only)

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

Sexual Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 43.]

Special Programs (All Grade Levels)

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

The Texas State Library and Archives Commission's [Talking Book Program](#) provides audiobooks free of charge to qualifying Texans, including students with visual, physical, or reading disabilities such as dyslexia.

Standardized Testing

Secondary Grade Levels

SAT/ACT

Many colleges require either the (ACT) or (SAT) for admission. These assessments are usually taken at the end of the junior year. Students are encouraged to talk with the school counselor early during their junior year to learn about these assessments and determine the appropriate examination to take. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT. **Note:** These assessments may qualify a student to receive a performance acknowledgment on the student's transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances. A student's performance at a certain level on the SAT or ACT also makes the student eligible for automatic admission to a Texas public institution of higher education.

TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The TSI assesses the reading, mathematics, and writing skills that first-year students need to perform effectively as undergraduates in Texas public colleges and universities. This assessment may also be required before a student enrolls in a dual credit course offered through the district. Achieving certain benchmark scores on this assessment may also waive certain end-of-course assessment requirements in limited circumstances.

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3–8

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

- Mathematics, annually in grades 3–8
- Reading, annually in grades 3–8
- Science in grades 5 and 8
- Social Studies in grade 5 and 8

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

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

Failure to Perform Satisfactory on STAAR Reading or Math

If a student in grades 3 - 8 does not perform satisfactorily on the state assessment, the district will provide accelerated instruction for the student. A student who does not attend accelerated instruction may violate school attendance requirements.

For a students who does not perform satisfactorily on the math or reading assessment in grades 3, 5, or 8, the district will establish an accelerated learning committee (ALC), which includes the student's parent, to develop an educational plan for accelerated instruction to enable the student to perform at the appropriate grade level by the conclusion of the next school year. The district will document the educational plan in writing and provide a copy to the student's parents.

The parent of a student in grades 3, 5, or 8 who fails to perform satisfactorily on the math or reading assessment may:

- Request that the district consider assigning the student to a particular classroom teacher in the applicable subject area, if more than one classroom teacher is available.
- File a grievance or complaint regarding the content or implementation of the ALC's educational plan. See **Complaints and Concerns (All Grade Levels)** on page 64 and FNG(LOCAL).

Standardized Testing for a Student Enrolled Above Grade Level

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

A student in grades 3-8 shall be assessed at least once in high school with the ACT or SAT if the student completes the high school end-of-course assessments in mathematics, reading/language arts, or science prior to high school.

Standardized testing for a Student in Special Programs

Certain students—some with disabilities and some with limited English proficiency—may be eligible for exemptions, accommodations, or deferred testing. For more information, see the principal, school counselor, or special education director.

Personal Graduation Plans - Middle School Students

For a middle school student who does not perform satisfactory on a state-mandated examination, a school official will prepare a Personal Graduation Plan (PGP).

School officials will also develop a PGP for a middle school student who is determined by the district to be unlikely to earn a diploma within five years of high school enrollment, The plan will among other items;

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

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

For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee. [See Personal Graduation Plans on page 61 for information related to the development

For information related to the development of personal graduation plans for high school students refer to the Course Guide on the website www.lovejoyisd.net.

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

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

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

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

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

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

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

[See **Graduation** on page 58.]

Failure to Perform Satisfactorily on an EOC

If a student does not perform satisfactorily on an EOC, the district will provide accelerated instruction. Failure of a student to attend accelerated instruction may result in violations of required school attendance.

Students in Foster Care (All Grade Levels)

In an effort to provide educational stability, the District strives to assist any student who is currently placed or newly placed in either temporary or permanent custody of the state with the enrollment and registration process, as well as other educational services throughout the student's enrollment in the District.

If you have questions, please contact the district's foster liaison:

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Sancy Fuller
Executive Director of Special Education and Academic Support
259 Country Club Rd, Allen, Texas 75002
sancy_fuller@lovejoyisd.net
469-742-8000

[See **Students in the Conservatorship of the State** on page 20.]

Students Who are Homeless (All Grade Levels)

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

For more information on services for student who are homeless, please contact the district's homeless education liaison:

Sancy Fuller
Executive Director of Special Education and Academic Support
259 Country Club Rd, Allen, Texas 75002
sancy_fuller@lovejoyisd.net
469-742-8000

[See **A Student Who Is Homeless** on page 21.]

Student Speakers (All Grade Levels)

The District provides students the opportunity to introduce school events: listed in FNA (LOCAL) at INTRODUCTORY SPEAKERS. If a student meets the eligibility criteria and wishes to introduce one of the school events listed above, the student should submit his or her name in accordance with policy FNA (LOCAL).

See policy FNA (LOCAL) regarding other speaking opportunities and Graduation for information related to student speakers at graduation ceremonies.]

[See **Graduation** on page 60 for information related to student speakers at graduation ceremonies and policy FNA(LOCAL) regarding other speaking opportunities.]

Tardies (All Grade Levels)

A student is considered late when the tardy bell rings, and the student is not in the appropriate classroom. Repeated instances of tardiness will result in more severe disciplinary action, in accordance with the ***Student Code of Conduct***. Tardies are considered absences under the guidelines and policies regarding compulsory attendance.

Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)

Instructional materials are any resources used in classroom instruction as of the required curriculum, such as textbooks, workbooks, computer software, or online services.

The district selects instructional materials in accordance with state law and policy EFA.

The district provides approved instructional materials to students free of charge for each subject or class.

Students must treat instructional materials with care as directed by the teacher.

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If a student needs a graphing calculator for a course and the district does not provide one, the student may use a calculator application with graphing capabilities on a phone, laptop, tablet, or other computing device.

A student who is issued a damaged item should report the damage to the teacher.

Any student who does not return an item or returns an item in an unacceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage is paid for by the parent. However, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

For information on library books and other resources students may access voluntarily, see Library (All Grade Levels) on page 82.

Transfers

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

The superintendent is authorized to investigate and approve transfers between schools,

[See **Safety Transfers/Assignments** on page 20, **Bullying** on page 29, and **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services** on page 22, for other transfer options.]

Transportation (All Grade Levels)

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use school-provided transportation to and from the event. However, in accordance with campus procedures, a parent may provide written consent for his or her child to ride with or be released after the event to the parent or another adult designated by the parent.

[See **School-sponsored Field Trips** on page 89.]

Bicycles

Bicycles are to be parked in the bicycle rack at each campus, and are not to be used except to go home after school. The school is not responsible for damage or theft while the vehicle is parked on school property during daytime, nighttime, or weekends. Students should not be driving 2, 3, or 4-wheeled motor bikes or go-carts on school property.

Buses and Other School Vehicles

Bus routes and stops will be designated annually, and any subsequent changes will be posted at the school and on the district's website. For the safety of the operator of the vehicle and all passengers, students must board buses or other vehicles only at authorized stops, and drivers must unload passengers only at authorized stops. A parent may also designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated facility or residence must be on an approved stop on an approved route.

For information on bus routes and stops, or to designate an alternate pickup or drop-off location, you may contact the LISD Transportation Department, visit the LISD webpage at www.lovejoyisd.net or contact Steve Neill at (469) 742-8028.

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School transportation is a privilege, not a state requirement. School buses are operated to take only eligible students from home to school and back home again on their assigned bus. Students are not allowed to ride home with a friend on the friend's bus. Please make other arrangements for your child to go home with a friend. In extenuating circumstances, a note from the parent signed by the principal must be turned in prior to the dismissal bell. Bus safety regulations must be followed. School principals are responsible for the student while on the bus and reserve the right to resolve discipline problems occurring between home and the school.

Bus drivers are charged with maintaining proper student conduct, including assigning individual seats and possible video recording, when necessary. Students are expected to conduct themselves on buses in the same manner as in the classroom.

If the driver cannot, by reasonable means, obtain cooperation from a student the following actions will be taken:

- For all infractions of rules, the driver will provide verbal warnings. The driver will then prepare a Bus Conduct Report, which will be processed by the Transportation Department and forwarded to the appropriate school principal for action.
- When damage to the bus is involved, reimbursement for the damage will be part of the penalty assessed.
- Following are penalties for misconduct:
 - 1st report – Parents are to be notified by the principal and the pupil placed on probation
 - 2nd report – Three-day minimum suspension from riding the bus, depending upon the nature of the violation
 - 3rd report – Suspension from riding the bus for the remainder of the school semester, or 20 days, whichever is greater

In extreme cases, the driver may notify a member of the Administration who may take immediate action, including suspension, until such time as the principal handles the incident.

Upon reinstatement after a semester or 20-day suspension, any other violation will be cause for suspension for the remainder of the school year. Elementary students may be granted one additional 10-day suspension before a final suspension.

Flagrant Violation

Flagrant violations may include fighting, gross insubordination, inappropriate or indecent exposure, and other acts which might cause safety hazards.

- 1st report – Fifteen-day suspension from riding the bus
- 2nd report – Suspension from riding the bus for the remainder of the school semester, or 20 days, whichever is greater.

School Bus Safety Regulations

Students are expected to assist District staff in ensuring the buses remain in good condition and 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. Misconduct will be punished in accordance with the Student Code; the privilege to ride in a district vehicle, including a school bus, may be suspended or revoked.

Students must:

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- Follow the driver's directions at all times
- Enter and leave the vehicle in an orderly manner at the designated stop
- Keep feet, books, instrument cases, and other objects out of the aisle
- Not deface the vehicle or its equipment
- No food or drink on the bus
- Not put head, hands, arms, or legs out of the window, hold any objects out of the window, or throw objects within or out of the vehicle
- Not possess or use any form of tobacco or e-cigarettes on any district vehicle
- Be seated while the vehicle is moving
- Fasten seat belts, if available
- Wait for the driver's signal upon leaving the vehicle and before crossing in front of the vehicle
- Follow any other rules established by the operator of the vehicle

Regulations to adhere to are as follows:

- Students (Grades K – 6) will not be dropped off elsewhere unless they have the school principal's prior approval. School buses are operated to take only eligible students from home to school and back home again. Students (Grades K – 6) will not be allowed to ride home with a friend on the friend's bus. Please make other arrangements for your child to go home with a friend.
- The bus will not deliver students to group meetings after school (Scouts, Brownies, etc.) or class pets to and from school.
- Students will conduct themselves on buses in the same manner as in the classroom. Cursing or showing disrespect will not be tolerated.
- Parents and other adults will not be allowed to board the bus for safety reasons. If you have discipline or scheduling concerns, please do not attempt to discuss these during the loading or off-loading process as it distracts the driver's attention from the students. Direct any questions concerning school bus transportation to the Transportation Department.

These safety regulations are not inclusive of all laws, regulations, policies, and guidelines in force by Federal, State or local governments.

Vandalism (All Grade Levels)

Littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

Video Cameras (All Grade Levels)

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

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used.

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

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

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

Visitors to the School (All Grade Levels)

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the main office and comply with all applicable district policies and procedures. All visitors should be prepared to show identification.

Individuals may visit classrooms during instructional time only with approval of the principal and teacher. Visitors may not interfere with instruction or disrupt the normal school environment.

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

Unauthorized Persons

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

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

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

[See the **Student Code of Conduct**.]

Visitors Participating in Special Programs for Students

Business, Civic, and Youth Groups

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

Volunteers (All Grade Levels)

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The district invites and appreciates the efforts of volunteers who are willing to serve our district and students.

If you are interested in volunteering, please contact the campus administrator for more information and to complete an application.

Subject to exceptions in accordance with state law and district procedures, the district requires a state criminal history background check for each volunteer, including parents, guardians, or grandparents of a child enrolled in the district.

Voter Registration (Secondary Grade Levels Only)

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

Withdrawing from School (All Grade Levels)

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 clearance; to the librarian to ensure a clear library record; to the clinic for health records; to the school counselor for the last report card and course clearance; and finally, to the principal. A copy of the withdrawal form will be given to the student, and a copy will be placed in the student's permanent record.

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

Glossary

Accelerated instruction is an intensive supplemental program designed to help an individual student acquire the knowledge and skills required at his or her grade level. It is required when a student does not meet the passing standard on a state-mandated assessment.

Accelerated learning committee (ALC) is a committee that must be established when a student does not perform satisfactory on the math or reading assessment in grades 3, 4, or 8. The committee includes district personnel and the student's parents and develops an educational plan for accelerated instruction to enable the student to perform at the appropriate grade level by the end of the next school year.

ACT, or the American College Test, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

ACT-Aspire is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

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

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

CPS stands for Child Protective Services.

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

DFPS stands for the Texas Department of Family and Protective Services.

DPS stands for the Texas Department of Public Safety.

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

ESSA is the federal Every Student Succeeds Act.

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

IEP stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services.

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

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

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

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

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

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

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

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

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

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

State-mandated assessments are required of students at certain grade levels and in specified subjects. Except under limited circumstances, students must perform successfully on some state-mandated assessments to be promoted and students must pass the STAAR EOC assessments to graduate. Students have multiple opportunities to take the tests, if necessary, for promotion or graduation.

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

TAC stands for the Texas Administrative Code.

TEA stands for the Texas Education Agency, which oversees primary and secondary public education in Texas.

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

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

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

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

Appendix B:

Science Safety Agreement Elementary and Intermediate School

Student Safety Contract

I understand that I am a Scientist during science investigations and am expected to follow the science safety rules of the science classroom. If I choose not to follow these rules, I become an Observer. If I continue to have behavior or safety concerns, I become a Scholar, who will not be allowed to participate in the hands-on investigation, but instead, will be expected to research the topic of study.

Science Safety Agreement (Kinder - 2nd)

1. I will act responsibly at ALL times in the science lab.
2. I will think ahead and will ask for help if I do not understand.
3. I will be neat with my materials. I will clean up any mess I make immediately.
4. I will work carefully and follow all instructions given by the teacher.
5. I will NOT eat or drink anything unless I am instructed to do so by the teacher.
6. I will wear my safety goggles at all times when instructed to do so by the teacher.

Science Safety Agreement (3rd - 6th)

1. I will act responsibly at ALL times in the science lab.
2. I will not enter or work in the science lab unless supervised by a teacher.
3. I will never eat or drink in the science lab unless instructed to do so by the teacher.
4. I will follow all instructions and procedures given by the teacher.
5. I will read all directions and follow them exactly as they are written and ask the teacher for help if I am unsure of what to do.
6. I will wash my hands after an experiment and before when directed by the teacher.
7. I will always wear safety goggles when I am working with chemicals or when my teacher instructs me to do so.
8. I will keep my area clean in the lab.
9. I will not touch supplies without permission.
10. I will never run, push, or bump others when in the lab or classroom.
11. I will immediately notify the teacher if I get a cut or injury.
12. I will report any broken glass to the teacher and will not pick it up myself.
13. I will never smell a chemical directly from the container, but will “waft” the fumes toward my nose, when directed by the teacher to do so.
14. I will not take chemicals or equipment out of the science lab without permission from the teacher.
15. I will never reach across a hot plate or flame.
16. I will immediately notify the teacher in case of an emergency.

Students and parent(s) should sign the appropriate space below and return this form to the teacher.

I, _____ have read each of the statements in the Science Lab Safety Agreement and understand these safety rules. I agree to abide by the safety regulations and any additional written or verbal instructions provided by the school district or my teacher.

Student Signature _____

Date _____

Parent Signature _____

Date _____

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Appendix C:
Science Safety Agreement Middle School
Student Safety Contract

Purpose

Science is a hands-on laboratory class. However, science activities may have potential hazards. We will use some equipment and animals that may be dangerous if not handled properly. Safety in the science classroom is an important part of the scientific process. To ensure a safe classroom, a list of rules has been developed and is called the Science Safety Contract. These rules must be followed at all times. Additional safety instructions will be given for each activity. No science student will be allowed to participate in science activities until this contract has been signed by both the student and a parent or guardian.

Safety Rules

1. Conduct yourself in a responsible manner at all times in the science room. Horseplay, practical jokes, and pranks will not be tolerated.
2. Follow all written and verbal instructions carefully. Ask your teacher questions if you do not understand the instructions.
3. Do not touch any equipment, supplies, animals, or other materials in the science room without permission from the teacher.
4. Perform only authorized and approved experiments. Do not conduct any experiments when the teacher is out of the room.
5. Never eat, drink, chew gum, or taste anything in the science room.
6. Keep hands away from face, eyes, and mouth while using science materials or when working with either chemicals or animals. Wash your hands with soap and water before leaving the science room.
7. Wear safety glasses or goggles when instructed. Never remove safety glasses or goggles during an experiment. There will be no exceptions to this rule!
8. Keep your work area and the science room neat and clean. Bring only your laboratory instructions, worksheets, and writing instruments to the work area.
9. Clean all work areas and equipment at the end of the experiment. Return all equipment clean and in working order to the proper storage area.
10. Follow your teacher's instructions to dispose of any waste materials generated in an experiment.
11. Report any accident (fire, spill, breakage, etc.), injury (cut, burn, etc.), or hazardous condition (broken equipment, etc.) to the teacher immediately.
12. Consider all chemicals used in the science room to be dangerous. Do not touch or smell any chemicals unless specifically instructed to do so.
13. Handle all animals with care and respect.
 - a. Open animal cages only with permission.
 - b. Never handle any animals when the teacher is out of the room.
 - c. Do not take animals out of the science room.
 - d. Do not tease or handle animals roughly.
 - e. Keep animals away from students' faces.
 - f. Wear gloves when handling animals.
 - g. Report any animal bite or scratch to the teacher immediately.
14. Always carry a microscope with both hands. Hold the arm with one hand; place the other hand under

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the base.

15. Treat all preserved specimens and dissecting supplies with care and respect.
 - a. Do not remove preserved specimens from the science room.
 - b. Use scalpels, scissors, and other sharp instruments only as instructed.
 - c. Never cut any material towards you—always cut away from your body.
 - d. Report any cut or scratch from sharp instruments to the teacher immediately.
16. Never open storage cabinets or enter the prep/storage room without permission from the teacher.
17. Do not remove chemicals, equipment, supplies, or animals from the science room without permission from the teacher.
18. Handle all glassware with care. Never pick up hot or broken glassware with your bare hands.
19. Use extreme caution when using matches, a burner, or hot plate. Only light burners when instructed and do not put anything into a flame unless specifically instructed to do so. Do not leave a lit burner unattended.
20. Dress properly—long hair must be tied back, no dangling jewelry, and no loose or baggy clothing. Wear aprons when instructed.
21. Learn where the safety equipment is located and how to use it. Know where the exits are located and what to do in case of an emergency or fire drill.

AGREEMENT

I, _____ (student's name) have read and understand each of the above safety rules set forth in this contract. I agree to follow them to ensure not only my own safety but also the safety of others in the science classroom or laboratory. I also agree to follow the general rules of appropriate behavior for a classroom at all times to avoid accidents and to provide a safe learning environment for everyone. I understand that if I do not follow all the rules and safety precautions, I will not be allowed to participate in science activities.

Student Signature

Date

Dear Parent or Guardian:

We feel that you should be informed of the school's effort to create and maintain a safe science classroom/laboratory environment. Please read the list of safety rules. No student will be permitted to perform science activities unless this contract is signed by both the student and parent/guardian and is on file with the teacher. Your signature on this contract indicates that you have read this Science Safety Contract, reviewed it with your child, and are aware of the measures taken to ensure the safety of your son/daughter in the science classroom.

Parent/Guardian Signature

Date

Important questions:

Does your child wear contact lenses? Y or N

Is your child color blind? Y or N

Does your child have any allergies? If so, please list:

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Appendix D:
Science Safety Agreement High School

School Name _____

Teacher Name _____

PURPOSE

Science is a hands-on laboratory class. You will be doing many laboratory activities which require the use of hazardous chemicals. Safety in the science classroom is the #1 priority for students, teachers, and parents. To ensure a safe science classroom, a list of rules has been developed and provided to you in this student safety contract. These rules must be followed at all times. Two copies of the contract are provided. One copy must be signed by both you and a parent or guardian before you can participate in the laboratory. The second copy is to be kept in your science notebook as a constant reminder of the safety rules.

GENERAL RULES

1. Conduct yourself in a responsible manner at all times in the laboratory.
2. Follow all written and verbal instructions carefully. If you do not understand a direction or part of a procedure, ask the instructor before proceeding.
3. Never work alone. No student may work in the laboratory without an instructor present.
4. When first entering a science room, do not touch any equipment, chemicals, or other materials in the laboratory area until you are instructed to do so.
5. Do not eat food, drink beverages, or chew gum in the laboratory. Do not use laboratory glassware as containers for food or beverages.
6. Perform only those experiments authorized by the instructor. Never do anything in the laboratory that is not called for in the laboratory procedures or by your instructor. Carefully follow all instructions, both written and oral. Unauthorized experiments are prohibited.
7. Be prepared for your work in the laboratory. Read all procedures thoroughly before entering the laboratory.
8. Never fool around in the laboratory. Horseplay, practical jokes, and pranks are dangerous and prohibited.
9. Observe good housekeeping practices. Work areas should be kept clean and tidy at all times. Bring only your laboratory instructions, worksheets, and/or reports to the work area. Other materials (books, purses, backpacks, etc.) should be stored in the classroom area.
10. Keep aisles clear. Push your chair under the desk when not in use.
11. Know the locations and operating procedures, where appropriate, for all safety equipment including first aid kit, eye-wash station, safety shower, fire extinguisher, and fire blanket. Know where the fire alarm and exits are located.
12. Always work in a well-ventilated area. Use the fume hood when working with volatile substances or poisonous vapors. Never place your head into the fume hood.
13. Be alert and proceed with caution at all times in the laboratory. Notify the instructor immediately of any unsafe conditions you observe.
14. Dispose of all chemical waste properly. Never mix chemicals in sink drains. Sinks are to be used only for water and those solutions designated by the instructor. Solid chemicals, metals, matches, filter paper, and all other insoluble materials are to be disposed of in the proper waste containers, not in the sink. Check the label of all waste containers twice before adding your chemical waste to the container.
15. Labels and equipment instructions must be read carefully before use. Set up and use the prescribed apparatus as directed in the laboratory instructions or by your instructor.
16. Keep hands away from face, eyes, mouth and body while using chemicals or preserved specimens. Wash your hands with soap and water after performing all experiments. Clean all work surfaces and apparatus at the end of the experiment. Return all equipment clean and in working order to the proper storage area.

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17. Experiments must be personally monitored at all times. You will be assigned a laboratory station at which to work. Do not wander around the room, distract other students, or interfere with the laboratory experiments of others.
18. Students are never permitted in the science storage rooms or preparation areas unless given specific permission by their instructor.
19. Know what to do if there is a fire drill during a laboratory period; containers must be closed, gas valves turned off, fume hoods turned off, and any electrical equipment turned off.
20. Handle all living organisms used in a laboratory activity in a humane manner. Preserved biological materials are to be treated with respect and disposed of properly.
21. When using knives and other sharp instruments, always carry with tips and points pointing down and away. Always cut away from your body. Never try to catch falling sharp instruments. Grasp sharp instruments only by the handles.
22. If you have a medical condition (e.g., allergies, pregnancy, etc.), check with your physician prior to working in the lab.

CLOTHING

23. Any time chemicals, heat, or glassware are used, students will wear laboratory goggles. There will be no exceptions to this rule!
24. Contact lenses may be worn provided adequate face and eye protection is provided by specially marked, non-vented safety goggles. The instructor should know which students are wearing contact lenses in the event of eye exposure to hazardous chemicals.
25. Dress properly for lab activities. Long hair, dangling jewelry, and loose or baggy clothing are hazardous. Long hair must be tied back and dangling jewelry and loose or baggy clothing must be secured. Shoes must completely cover the foot. No sandals allowed.
26. Lab aprons have been provided for your use and should be worn during laboratory activities.

ACCIDENTS AND INJURIES

27. Report any accident (spill, breakage, etc.) or injury (cut, burn, etc.) to the instructor immediately, no matter how trivial it may appear.
28. If you or your lab partner are hurt, immediately yell out "Code one, Code one" to get the instructor's attention.
29. If a chemical splashes in your eye(s) or on your skin, immediately flush with running water from the eyewash station or safety shower for at least 20 minutes. Notify the instructor immediately.
30. When mercury thermometers are broken, mercury must not be touched. Notify the instructor immediately.

HANDLING CHEMICALS

31. All chemicals in the laboratory are to be considered dangerous. Do not touch, taste, or smell any chemicals unless specifically instructed to do so. The proper technique for wafting chemical vapors will be demonstrated to you.
32. Check the label on chemical bottles twice before removing any of the contents. Take only as much chemical as you need.
33. Never return unused chemicals to their original containers.
34. Never use mouth suction to fill a pipet. Use a rubber bulb or pipet pump.
35. When transferring reagents from one container to another, hold the containers away from your body.
36. Acids must be handled with extreme care. You will be shown the proper method for diluting strong acids. Always add acid to water, swirl or stir the solution and be careful of the heat produced, particularly with sulfuric acid.
37. Handle flammable hazardous liquids over a pan to contain spills. Never dispense flammable liquids anywhere near an open flame or source of heat.
38. Never remove chemicals or other materials from the laboratory area.
39. Take great care when transporting acids and other chemicals from one part of the laboratory to another. Hold them securely and walk carefully.

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HANDLING GLASSWARE AND EQUIPMENT

40. Carry glass tubing, especially long pieces, in a vertical position to minimize the likelihood of breakage and injury.
41. Never handle broken glass with your bare hands. Use a brush and dustpan to clean up broken glass. Place broken or waste glassware in the designated glass disposal container.
42. Inserting and removing glass tubing from rubber stoppers can be dangerous. Always lubricate glassware (tubing, thistle tubes, thermometers, etc.) before attempting to insert it in a stopper. Always protect your hands with towels or cotton gloves when inserting glass tubing into, or removing it from, a rubber stopper. If a piece of glassware becomes “frozen” in a stopper, take it to your instructor for removal.
43. Fill wash bottles only with distilled water and use only as intended, e.g., rinsing glassware and equipment, or adding water to a container.
44. When removing an electrical plug from its socket, grasp the plug, not the electrical cord. Hands must be completely dry before touching an electrical switch, plug, or outlet.
45. Examine glassware before each use. Never use chipped or cracked glassware. Never use dirty glassware.
46. Report damaged electrical equipment
47. If you do not understand how to use a piece of equipment, ask the instructor for help.
48. Do not immerse hot glassware in cold water; it may shatter.

HEATING SUBSTANCES

49. Exercise extreme caution when using a gas burner. Take care that hair, clothing and hands are a safe distance from the flame at all times. Do not put any substance into the flame unless specifically instructed to do so. Never reach over an exposed flame. Light gas (or alcohol) burners only as instructed by the teacher.
50. Never leave a lit burner unattended. Never leave anything that is being heated or is visibly reacting unattended. Always turn the burner or hot plate off when not in use.
51. You will be instructed in the proper method of heating and boiling liquids in test tubes. Do not point the open end of a test tube being heated at yourself or anyone else.
52. Heated metals and glass remain very hot for a long time. They should be set aside to cool and picked up with caution. Use tongs or heat-protective gloves if necessary.
53. Never look into a container that is being heated.
54. Do not place hot apparatus directly on the laboratory desk. Always use an insulating pad. Allow plenty of time for the hot apparatus to cool before touching it.
55. When bending glass, allow time for the glass to cool before further handling. Hot and cold glass have the same visual appearance. Determine if an object is hot by bringing the back of your hand close to it prior to grasping it.

QUESTIONS

56. Do you wear contact lenses? Y or N
57. Are you color blind? Y or N
58. Do you have allergies? Y or N If so, list specific allergies _____

AGREEMENT

I, _____(student's name) have read and agree to follow all of the safety rules set forth in this contract. I realize that I must obey these rules to ensure my own safety, and that of my fellow students and instructors. I will cooperate to the fullest extent with my instructor and fellow students to maintain a safe lab environment. I will also closely follow the oral and written instructions provided by the instructor. I am aware that any violation of this safety contract that results in unsafe conduct in the laboratory or misbehavior on my part, may result in being removed from the laboratory, detention, receiving a failing grade, and/or dismissal from the course.

Student Signature

Date

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Dear Parent or Guardian:

We feel that you should be informed regarding the school's effort to create and maintain a safe science classroom/laboratory environment.

With the cooperation of the instructors, parents, and students, a safety instruction program can eliminate, prevent, and correct possible hazards.

You should be aware of the safety instructions your son/daughter will receive before engaging in any laboratory work. Please read the list of safety rules above. No student will be permitted to perform laboratory activities unless this contract is signed by both the student and parent/guardian and is on file with the teacher.

Your signature on this contract indicates that you have read this Student Safety Contract, are aware of the measures taken to ensure the safety of your son/daughter in the science laboratory, and will instruct your son/ daughter to uphold his/her agreement to follow these rules and procedures in the laboratory.

Parent/Guardian Signature

Date

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Appendix E:

Life Threatening Allergy-Science Agreement Parent Letter

Dear Parent or Guardian,

We are very excited to support your child in learning. In all content areas students will use and consume food items. In order to provide a safe learning environment for all students, we would like to ensure that students with allergies at risk for anaphylaxis /life threatening allergies (LTA) are not exposed to materials that would cause a reaction.

- No, my child does not have an LTA to any materials and can participate in all learning activities.
- Yes, my child does have a LTA to certain food substances and/or materials. My child is allergic to the following things (Please print):

- Yes, I have notified the campus nurse of the LTA.

Appendix F:

Updates in Special Education



Contact Person for Special Education Referrals

School:
Your Campus

Contact Person:
Your Principal / Asst. Principal

Phone Number:
You campus phone number

To begin the special education process for your child:
Call Principal




Resources for Families


TEA has created topic specific information for families. Scan the QR code or use the link to access these resources.



[direc.to/dVYo](https://direct.texas.gov/dVYo)

Family members can call or log on to find answers to their questions as well as general information about special education.

 [SpEdTex.org](https://www.spedtex.org)

 1.855.773.3839



Beginning with the 2017 school year, the Texas Education Agency (TEA) changed the way it reports special education enrollment in school systems. TEA no longer includes a target for a school system's total numbers of students in special education as part of state monitoring.

For special education representation, TEA only reports on over-representation within certain race, ethnicity and disability categories, as required by federal law. **School systems cannot use this reporting data to delay, deny or prevent a referral for an evaluation for special education services.**



Special education/IDEA eligibility:

The Individuals with Disabilities Education Act, also known as IDEA, is a federal law that gives eligible students with disabilities the right to receive special education services and assistance in school. **To be eligible for special education services, a student with a disability must need instruction that is specially designed to meet the student's unique needs based on that disability.**



Who can request an evaluation for special education?



Parents or Guardians:

A parent or guardian has the right to request a special education evaluation at any time. It is best to submit this request in writing to your school's principal or to the school district's special education director. If your child is pre-school age and not yet enrolled in school, send the letter to the district's special education director.



School:

If the school knows or has reason to suspect that the student has a disability and a need for special education services, the school must refer the student for a special education evaluation.

More information on evaluation timelines can be found at: [direc.to/dVYR](https://direct.texas.gov/dVYR)

A parent or guardian has the right to request a special education evaluation at any time.



[TEA.Texas.gov/TexasSpEd](https://www.tea.texas.gov/TexasSpEd)



Actualizaciones en Educación Especial



Persona de contacto para las remisiones de educación especial

Escuela:
Tu campus

Persona de contacto:
Director del campus

Número de teléfono:
Tu campus

Para comenzar el proceso de educación especial para su hijo:
Director de telefono



A partir del año escolar 2017, la Agencia de Educación de Texas (TEA, por sus siglas en inglés) cambió la forma en que informa la inscripción a la educación especial en sistemas escolares. La TEA ya no incluye un objetivo para el número total de estudiantes en educación especial del sistema escolar como parte de la supervisión del estado.

Para la representación de educación especial, la TEA solo informa sobre la excesiva representación dentro de ciertas categorías de raza, grupo étnico y discapacidad, según lo exige la ley federal. **Los sistemas escolares no pueden utilizar estos datos para retrasar, negar o evitar una remisión para una evaluación para los servicios de educación especial.**



Elegibilidad para educación especial/IDEA

La Ley de Educación para Personas con Discapacidad, también conocida como IDEA (por sus siglas en inglés) es una ley federal que otorga a los estudiantes elegibles con discapacidad el derecho a recibir servicios de educación especial y asistencia en la escuela. **Para ser elegible para los servicios de educación especial, un estudiante con discapacidad debe necesitar instrucciones especialmente diseñadas para satisfacer las necesidades únicas del estudiante basadas en esa discapacidad.**



¿Quién puede solicitar una evaluación para la educación especial?



Padres o tutores legales:

Un padre o tutor legal tiene el derecho a solicitar una evaluación de educación especial en cualquier momento. Es mejor presentar esta solicitud por escrito al director de su escuela o al director de educación especial del distrito escolar. Si su hijo está en edad preescolar y aún no está inscrito en la escuela, envíe la carta al director de educación especial del distrito.



Escuela:

Si la escuela sabe o tiene razones para sospechar que el estudiante tiene una discapacidad y una necesidad de servicios de educación especial, la escuela debe derivar al estudiante para una evaluación de educación especial.

Puede obtener más información sobre los plazos de evaluación en: direc.to/dVYR

Un padre o tutor legal tiene el derecho a solicitar una evaluación de educación especial en cualquier momento.




Recursos para las familias

La TEA ha creado información específica para las familias. Escanee el código QR o utilice el enlace para acceder a estos recursos.



direc.to/dVYr

Los miembros de la familia pueden llamar o conectarse para encontrar respuestas a sus preguntas, así como información general sobre la educación especial.

 SpEdTex.org

 1.855.773.3839



TEA.Texas.gov/TexasSpEd



Appendix G:

COVID-19 ADDITIONAL INFORMATION

COVID-19 Information

In an effort to promote a safe and healthy environment for students and staff, the District has been working to put in place new health and social distancing protocols in response to COVID-19. It is important for all parents to have a working knowledge of the infectious period of someone with COVID-19. People are infectious before they have symptoms, meaning they could be spreading the disease without even knowing it.

Therefore, it is imperative that parents abide by the following regulations:

- Parents are to screen their child, daily prior to arriving on campus, for any signs or symptoms of COVID-19 including:
 - Feeling Feverish or Fever (100.0 or greater)
 - Shortness of breath or difficulty breathing
 - Cough
 - Fatigue (Excessively tired)
 - Significant muscle or body aches
 - Headache
 - Loss of taste or smell
 - Sore throat
 - Congestion or runny nose
 - Diarrhea
 - Chills
- If your child demonstrates any of the above signs or symptoms, he/she must stay home until COVID-19 Return to School Criteria is met OR an alternative diagnosis from a medical professional is received by the campus nurse. Please report your child's absence to the campus nurse. Please do not give fever-reducing medication and send your child to school.
- When a parent/guardian is called regarding an ill student at school, the parent/guardian must arrange for the student to be picked up in a timely manner (within 30-60 min). Please plan accordingly, and have a responsible adult who is willing and available to pick up your child. In the event you need to send someone who is not in your emergency contact list, make sure that you have communicated who the person is with the campus.
- A student displaying COVID-19 symptoms will be isolated in the clinic or other designated isolation area with a mask in place until your arrival.
- Continuously make sure all contact and emergency contact phone numbers are updated in the student information system. Please place your child's campus phone number in the contacts on your phone. This will ensure calls from the campus are recognized.

- Students exhibiting signs or symptoms of illness will not, under any circumstance, be allowed to walk or bike home, ride the bus, or utilize a ride service.
- The District is asking that parents follow the recommendations set forth by the CDC, Texas State Department of Health Services (DSHS), and Texas Education Agency (TEA) and have your child wear a face covering when developmentally appropriate. If there is a medical condition that prohibits your child from wearing a face covering, please contact the school nurse.
- Please be sure your child washes or sanitizes his/her hands before leaving home for the school day.

COVID-19 Return to School Criteria

The criteria listed below supersedes the regular exclusion guidelines outlined in this handbook and on the district website. Should your child exhibit signs and symptoms of COVID-19 either at home or while at school they will be excluded until the following criteria is met. If a medical professional's alternative diagnosis for your child is provided to the campus nurse, the exclusion guidelines for that diagnosis will be followed.

Return to School Criteria

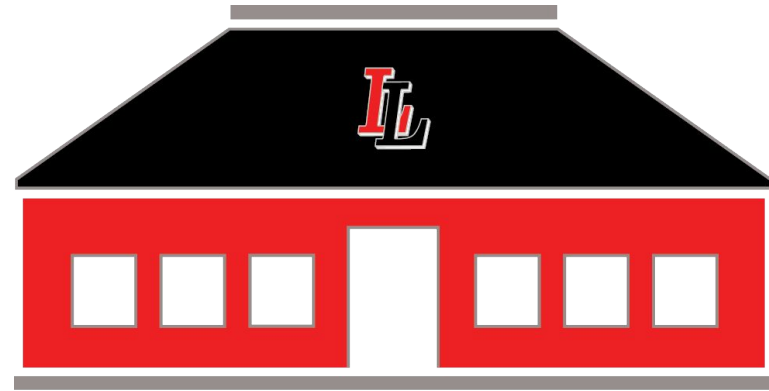
STUDENT tests <u>POSITIVE</u> (+) for COVID-19	STUDENT tests <u>NEGATIVE</u> (-) for COVID-19	STUDENT is <u>NOT tested</u> for COVID-19 <i>but has symptoms</i> and is believed to be positive
<p><u>ALL 3 of the following MUST be met</u> before return to school:</p> <p><u>Fever free</u> for 24 hours <u>WITHOUT</u> the use of fever reducing medications</p> <p>AND</p> <p><u>improvement in symptoms</u> such as cough, shortness of breath, vomiting/diarrhea</p> <p>AND</p> <p><u>At least 10 days have passed</u> since symptoms started</p>	<p>A <u>medical professional's note stating</u> student is COVID-19 negative and an alternative diagnosis is documented and presented to the school nurse.</p>	<p>The student MUST remain home for 10 days and follow the same return to school criteria as in column 1 (COVID +) before returning to school. OR</p> <p>Receives an <u>alternative diagnosis from a medical professional</u>, documented and presented to the school nurse.</p>

2022-2023 Student Handbook

LAURIE TINSLEY

Assistant Superintendent
of Curriculum and Instruction

July 18, 2022
Regular Board Meeting



LOVEJOY
INDEPENDENT SCHOOL DISTRICT

EST. 1917

Changes 2022-2023 Lovejoy ISD Student Handbook

Resulting from 87th Legislative Regular Session or Special Sessions

- Before a student receives instruction on the prevention of child abuse, family violence, dating violence, and sex trafficking, the district must obtain written consent from the student's parent. Parents will be sent a request for written consent at least 14 days before the instruction will begin. (page 12)
- The district will provide login credentials to each student's parent for any learning management system or online learning portal used in instruction to facilitate parent access and review. (page 15)
- Creates additional requirements for a district's dating violence policy. The policy must include:
 - Clearly state that dating violence is not tolerated at school;
 - Develop reporting procedures and guidelines for students who are victims of dating violence; and
 - Immediately inform the parent of both the alleged victim and alleged perpetrator when it receives a report of dating violence. (page 43)

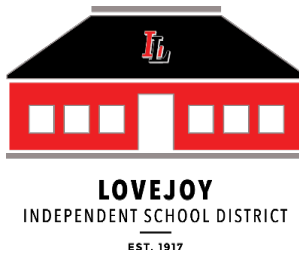




QUESTIONS

13. Presentation: 2022 STAAR and STAAR End of Course (EOC) Results

Presenter: Dr. Laurie Tinsley, Assistant Superintendent of Curriculum and Instruction



Lovejoy Independent School District Board of Trustees

Date of Meeting	July 18, 2022
Document Title	2022 STAAR and End Of Course Results
Presented For	<input type="checkbox"/> Board Action <input checked="" type="checkbox"/> Report/Review Only
Supporting Documents	<input type="checkbox"/> None <input checked="" type="checkbox"/> Attached <input type="checkbox"/> Provided Later
Administrator Responsible	Laurie Tinsley
Executive Summary	
Provide an overview of 2022 Spring STAAR results (Grades 3-8) and End of Course results.	
Fiscal Implications	
None	
Administrator Recommendation	
N/A	
Board Priority	
Remove any priority that is not applicable.	
<p>Priority 1 Lovejoy ISD will continue to demonstrate growth in student academic achievement as evidenced by a broad range of academic measures appropriate for the elementary, intermediate, middle, and high school levels. The Lovejoy ISD Graduate Profile (Intellectually Equipped, Open to the Challenges of Learning, Well-Rounded, Engaged in a Healthy Lifestyle, Fair and Respectful of Others, Works for Justice in the Community) will become a prevalent part of all students' pursuits. Students will personify the Graduate Profile by experiencing challenging and engaging learning. Research-based instructional</p>	

strategies will be strategically partnered with innovation. Profound learning will develop key skills essential to thriving now and in the future. Technology will be leveraged to enhance individualization, deepen learning, and prepare students for an increasingly technology-driven workforce.

Priority 3

Lovejoy ISD will evaluate all areas which impact the student experience. A sustained focus on continual improvement in all aspects of district services remains a constant with the continued goal of providing the highest quality of learning experiences for our students. In support of organizational health and effectiveness, Lovejoy ISD will establish a plan for short and long-term financial sustainability. We will strategically balance financial decision-making with Lovejoy ISD's mission and commitment to the Lovejoy experience. A financial assessment, identification of priorities, and intentional decision-making will support strategic financial planning. Zero-based budgeting will be utilized and transparency will be prioritized.

Priority 4

Lovejoy ISD will develop stronger community connections and confidence through effective communication with both internal and external stakeholders. Through a shared commitment to our mission and core values, we will build upon Lovejoy ISD's tradition of excellence. We will maintain high expectations and leverage the collective impact of the Lovejoy ISD community to ensure achievement of outcomes on behalf of students. Lovejoy ISD traditions will enable us to honor the past, celebrate the present, and provide a continuing legacy for the future.

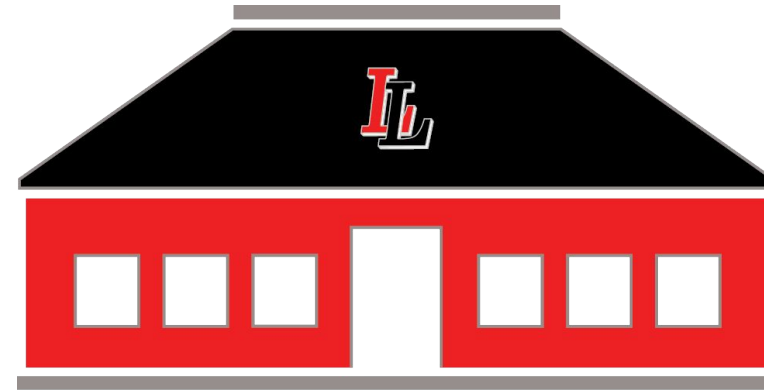
LOVEJOY ISD

2022 Spring STAAR (Grades 3-8) Results and End of Course Results

LAURIE TINSLEY

Assistant Superintendent
of Curriculum and Instruction

July 18, 2022
Regular Board Meeting



LOVEJOY
INDEPENDENT SCHOOL DISTRICT

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CONGRATULATIONS
LISD Students and Staff

Areas of Improvement and Growth

- Reading Grade 3 - Meets
- Reading Grade 4 - Mastered and Meets
- Reading Grade 5 - Mastered and Meets
- Reading Grade 6 - Mastered and Meets
- Reading Grade 7 - Mastered and Meets
- Reading Grade 8 - Mastered and Meets
- Math Grade 3 - Mastered and Meets
- Math Grade 8 - Mastered and Meets
- Social Studies Grade 8 - Mastered and Meets

2022 STAAR RESULTS

SLOAN CREEK IS AND WILLOW SPRINGS MS

District 2022					STATE 2022				DISTRICT 2021			
	Performance				Performance				Performance			
STAAR Test	Mastered	Meets	Approaches	Did Not Meet	Mastered	Meets	Approaches	Did Not Meet	Mastered	Meets	Approaches	Did Not Meet
Reading Grade 5	64% (213)	85% (282)	96% (319)	4% (12)	37%	57%	80%	20%	53%	72%	91%	9%
Reading Grade 6	48% (159)	76% (253)	95% (317)	5% (15)	22%	42%	69%	31%	39%	68%	93%	7%
Reading Grade 7	77% (294)	91% (349)	98% (378)	2% (6)	36%	54%	78%	22%	57%	81%	94%	6%
Reading Grade 8	67% (260)	87% (338)	97% (376)	3% (13)	36%	56%	82%	18%	44%	74%	92%	8%
Math Grade 5	61% (168)	87% (239)	98% (280)	2% (5)	23%	46%	75%	25%	63%	86%	98%	2%
Math Grade 6	60% (195)	91% (297)	99% (323)	1% (2)	15%	37%	72%	28%	71%	91%	98%	2%
Math Grade 7	63% (189)	88% (263)	98% (294)	2% (6)	12%	29%	59%	41%	63%	84%	96%	4%
Math Grade 8	47% (77)	84% (138)	96% (157)	4% (7)	13%	38%	69%	31%	43%	77%	93%	7%
Science Grade 5	39% (130)	67% (220)	92% (302)	8% (28)	17%	37%	66%	34%	34%	66%	91%	9%
Science Grade 8	48% (188)	79% (307)	96% (373)	4% (15)	22%	43%	73%	27%	54%	77%	95%	5%
Social Studies Gr 8	40% (156)	64% (250)	91% (353)	9% (35)	17%	29%	59%	41%	34%	62%	89%	11%

2022 END OF COURSE RESULTS LHS AND WSMS

District 2022					Lovejoy High School 2022				Willow Springs Middle School 2022			
	Performance				Performance				Performance			
STAAR EOC Test	Mastered	Meets	Approaches	Did Not Meet	Mastered	Meets	Approaches	Did Not Meet	Mastered	Meets	Approaches	Did Not Meet
English I	39%	90%	94%	6%	39%	90%	94%	6%				
English II	32%	92%	96%	4%	32%	92%	96%	4%				
Algebra I	74%	88%	99%	1%	32%	66%	95%	5%	90%	97%	100%	0
Biology	54%	93%	99%	1%	54%	93%	99%	1%	100%	--	--	--
US History	77%	96%	99%	1%	77%	96%	99%	1%				

State 2022				
	Performance (Student Count)			
STAAR EOC Test	Mastered	Meets	Approaches	Did Not Meet
English I	11%	48%	63%	37%
English II	9%	57%	71%	29%
Algebra I	30%	46%	74%	26%
Biology	23%	57%	82%	18%
US History	44%	71%	89%	11%

Opportunities for Growth and Improvement

- 5th grade Science
- 8th grade Science
- 8th grade Social Studies
- Math grades 3-8

Vertical alignment of instruction K-12 is essential for students to excel in all content subjects, since skills assessed on the tests are not solely taught in the grade level tested.



QUESTIONS

14. Presentation: Class Sizes and Class Size Waivers

Presenter: Anna Koenig, Executive Director of Human Resources and Communications



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Lovejoy Independent School District Board of Trustees

Date of Meeting	July 18, 2022
Document Title	Class Sizes and Class Size Waivers
Presented For	<input type="checkbox"/> Board Action <input checked="" type="checkbox"/> Report/Review Only
Supporting Documents	<input type="checkbox"/> None <input checked="" type="checkbox"/> Attached <input type="checkbox"/> Provided Later
Administrator Responsible	Anna Koenig, Executive Director of Human Resources and Communications
Executive Summary	
Administration will provide an update on class sizes and information on class size waivers.	
Fiscal Implications	
N/A	
Administrator Recommendation	
N/A This is not an action item.	
Board Priority	
Priority 2 Lovejoy ISD will continue to strive to be recognized as the employer of choice for educators who believe districts should be defined by a culture of superior work ethic, mission-driven behavior, continuous improvement, growth mindset, and positive relationships with students, parents, and colleagues. Lovejoy ISD team members will exemplify our Educator Profile and align their actions with our Core Values.	

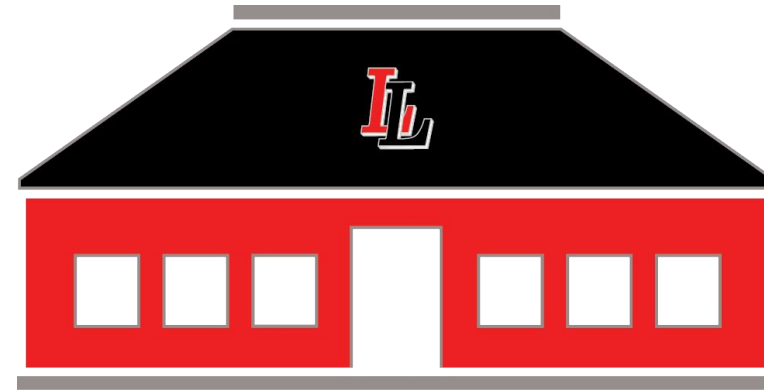
Class Sizes and Class Size Waivers

ANNA KOENIG

Executive Director of HR & Communications

July 18, 2022

Regular Board Meeting



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CAMPUS PROJECTED CLASS SIZES

Campus	Class Size Average <i>(as of 7/15/22)</i>
Lovejoy High School	26-28*
Willow Springs Middle School	24-25*
Sloan Creek Intermediate	22-24*
Hart Elementary	20.48
Puster Elementary	20.52

*CORE COURSES



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CONSIDERATIONS WHEN ADDING ANOTHER SECTION

- Student Needs
- Disruption to Students' Schedule
- Grade Level Size
- Administrators Input
- Highly Qualified Applicant
- Financial Impact



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Maximum Class Size Exemptions

A district must submit a request for a **class size exception** for any classrooms in prekindergarten - fourth grade that exceed the 22 students class size limit ([Texas Education Code §25.112](#)). A district seeking an exemption must notify the commissioner and apply for the exemption not later than the later of (1) **October 1**; or 2) **the 30th day** after the first school day the district exceeds the limit.

Note: class size limits do not apply to physical education classes or fine arts classes.

In considering whether to grant an exception, the commissioner must find that the class size limit creates an undue hardship on the district. The commissioner will consider such things as **unanticipated enrollment growth, lack of facilities, lack of teachers, or financial hardships.**

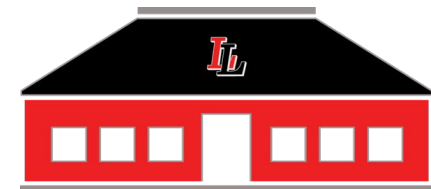


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Notifying Parents of an Exception

A campus or district that is granted a class size exception shall provide written notice of the exception to the parent (or person standing in parental relation to) of each student affected by the exception. The notice must be in bold or underlined print and must:

- specify the particular class for which a class size exception was granted,
- state the number of students in the class for which the exception was granted, and
- be delivered through regular mail or other means of communication from the campus or district, such as information sent home with students.



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Efficiency Measures

Staffing Guidelines

Student/Teacher Ratios

Review of Master Schedules

Teacher Travel Times

Firm Class Registration Deadlines



LOVEJOY 2030

TOGETHER FOR OUR FUTURE



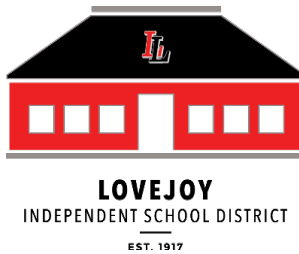
FINANCIAL SUSTAINABILITY COMMITTEE



THANK YOU

15. Consider and Act on Safety and Security Related Projects

Presenter: Dr. Jennifer DuPlessis, Assistant Superintendent of Finance and Operations and Kevin Parker, Executive Director of Student Services



Lovejoy Independent School District Board of Trustees

Date of Meeting	July 18, 2022
Document Title	Safety and Security Related Projects
Presented For	<input checked="" type="checkbox"/> Board Action <input type="checkbox"/> Report/Review Only
Supporting Documents	<input type="checkbox"/> None <input checked="" type="checkbox"/> Attached <input type="checkbox"/> Provided Later
Administrator Responsible	Jennifer DuPlessis, Ph.D. Assistant Superintendent of Finance and Operations

Executive Summary

District staff have been reviewing safety and security needs throughout the District and observed several areas of potential improvement. After identifying some of the areas of improvement, quotes have been sought from various vendors to provide pricing on the proposed improvements.

Additional security door lock mechanisms are needed at the LCDC/Administration facility and would be installed with the same hardware we have utilized district-wide. This project will cost \$6,840.

Cell phone amplifiers are also needed at campuses to assist in providing adequate cell phone reception. The cost of this at the High School, Hart, and the Lovejoy Child Development Center is \$81,250 and will be provided by the district equipment vendor.

Additional entry and security doors are also needed for the modified use of the LCDC facility for student safety and public use. Quotes were received from multiple vendors that were available on Job Order Contracts via purchasing cooperatives. Mart provided the low bid on the project, which includes multiple additional doors and access modifications, but did not include the entire scope, but Prime Construction did. We will award this work to the final low bid for a maximum of \$125,987.

Last, as a result of modifications to the high school athletic facilities, and subsequent use, it was observed that a sidewalk would be beneficial to provide access to the practice fields in case of emergency. Multiple quotes were received and the low quote was for \$6,942 with Anderson Paving.

It is proposed that these projects be funded by bond funds, which included authorization for such projects. This will allow the project to be completed this summer.

Fiscal Implications

The cost of the projects total \$221,019 and would be funded from prior approved and available bond funds.

Administrator Recommendation

It is the recommendation of the administration that the Board of Trustees approve the safety and security-related projects as presented.

Board Priority

Priority 1

Lovejoy ISD will continue to demonstrate growth in student academic achievement as evidenced by a broad range of academic measures appropriate for the elementary, intermediate, middle, and high school levels. The Lovejoy ISD Graduate Profile (Intellectually Equipped, Open to the Challenges of Learning, Well-Rounded, Engaged in a Healthy Lifestyle, Fair and Respectful of Others, Works for Justice in the Community) will become a prevalent part of all students' pursuits. Students will personify the Graduate Profile by experiencing challenging and engaging learning. Research-based instructional strategies will be strategically partnered with innovation. Profound learning will develop key skills essential to thriving now and in the future. Technology will be leveraged to enhance individualization, deepen learning, and prepare students for an increasingly technology-driven workforce.

Priority 3

Lovejoy ISD will use established measures to evaluate all areas which impact the student experience. A sustained focus on continual improvement in all aspects of district services remains a constant with the continued goal of providing the highest quality of learning experiences for our students.

Priority 4

Lovejoy ISD will develop stronger community connections and confidence through effective communication with both internal and external stakeholders.

Priority 5

Lovejoy ISD will continuously examine and analyze the best practices of implementation for safety and security; enhancing safety and protecting the positive learning environment and by ensuring the personal/social needs of Lovejoy students are addressed.

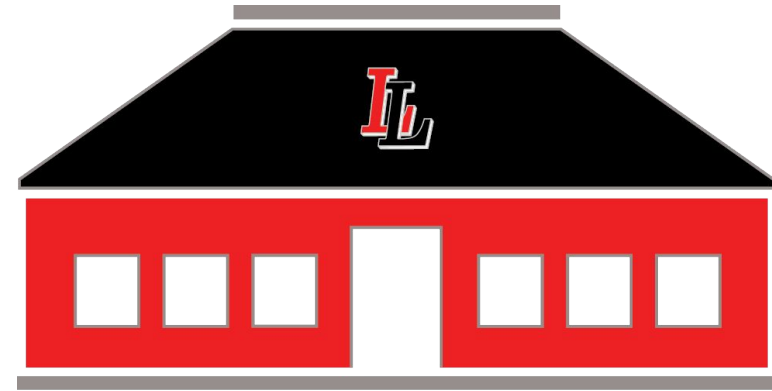
Safety & Security Projects

JENNIFER DUPLESSIS, PH.D.

Assistant Superintendent of Finance and Operations

JULY 18, 2022

Board Meeting



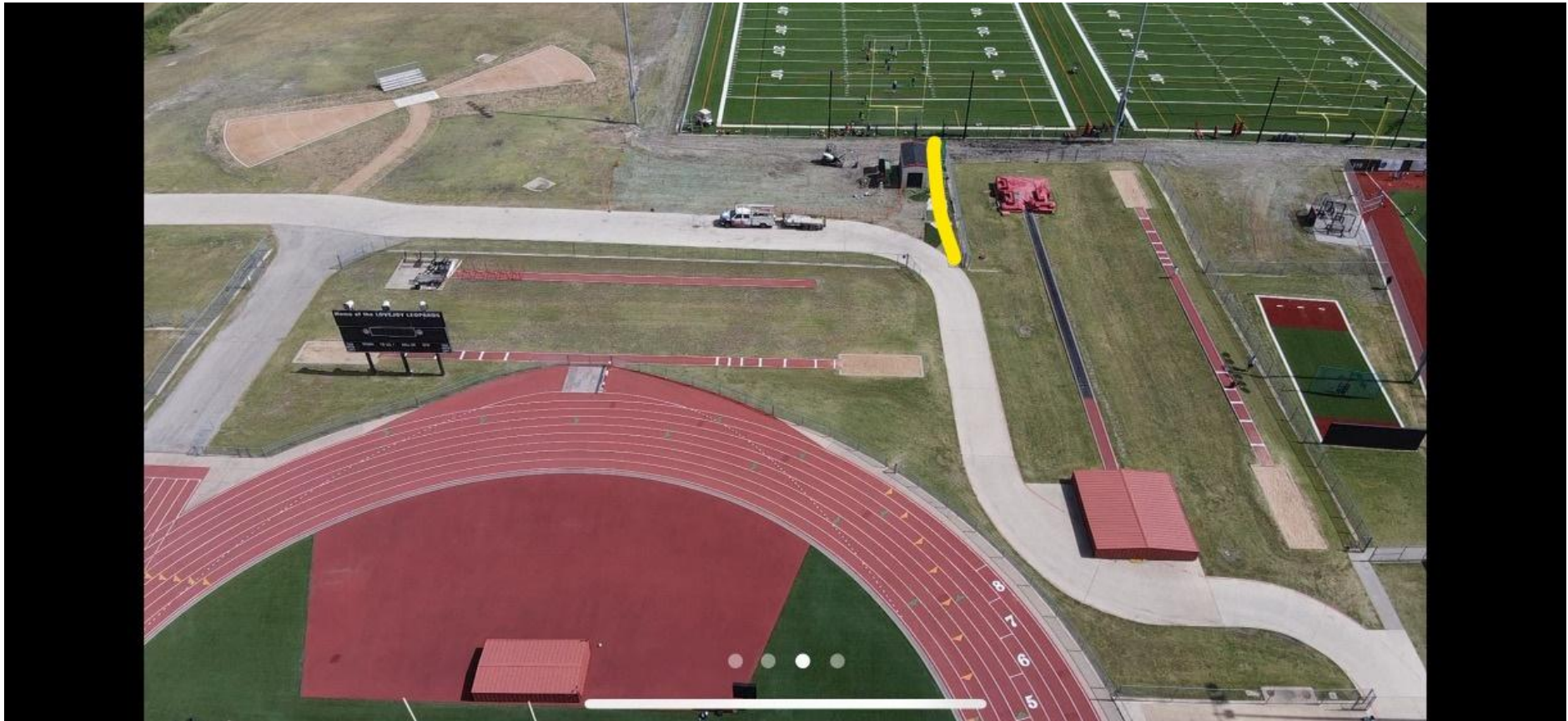
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Identified Improvements

- ❑ Security Doors/Locks at LCDC/Red Building
- ❑ Cell Phone Amplifiers at the High School, Hart, Transportation, and LCDC
- ❑ LHS Athletics Area Sidewalk
- ❑ LCDC Doors/Security Access

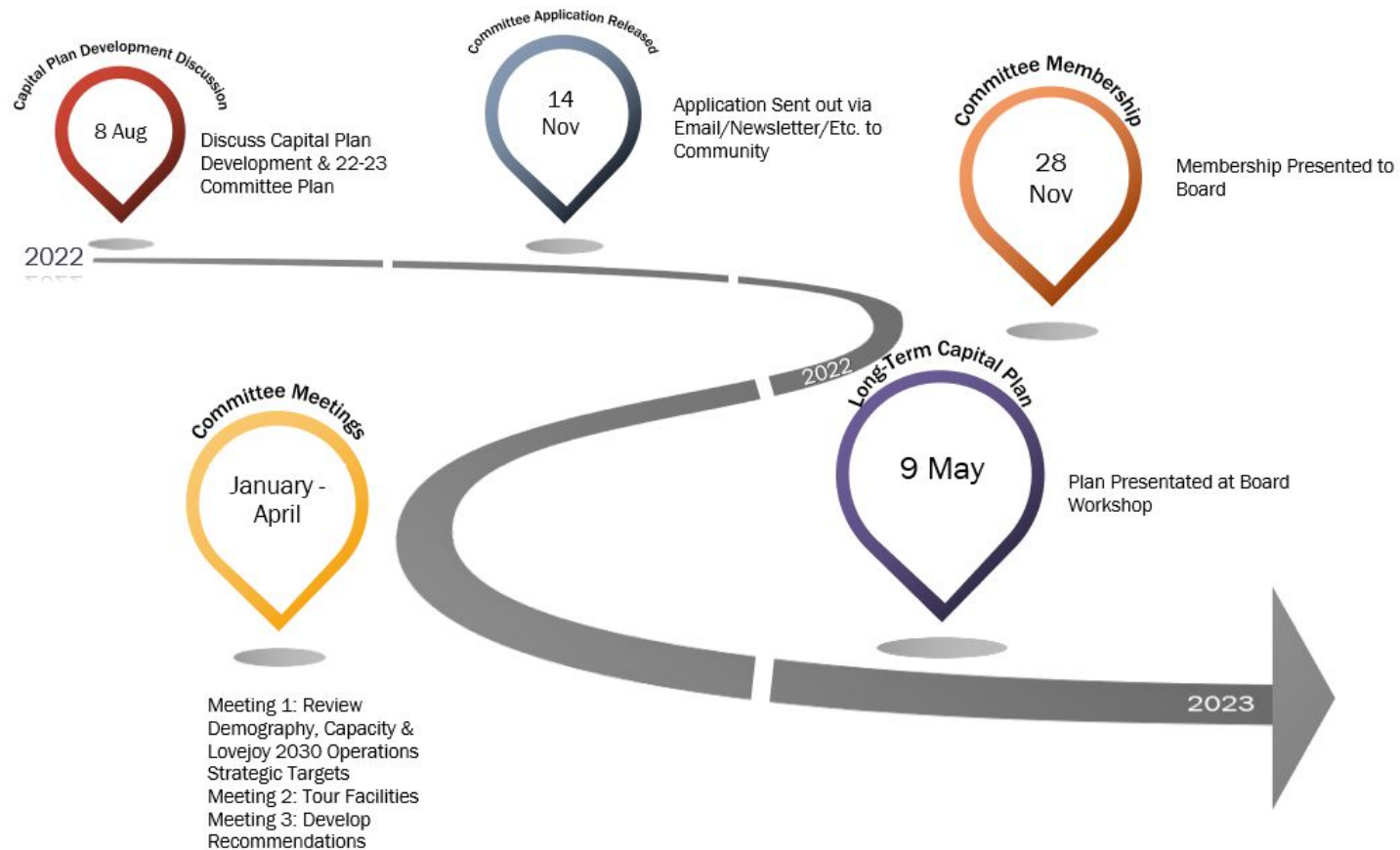
LHS



Improvement Costs

Safety/Security Projects	
<u>Scope</u>	<u>Cost</u>
LCDC/Admin Locks	\$ 6,840
Cell Phone Amplifiers	\$ 81,250
LHS Sidewalk	\$ 6,942
LCDC Doors/Access	\$ 125,987
Total:	\$ 221,019

DRAFT Future Capital Plan Development





THANK YOU

16. Cabinet Reports

Presenter: Executive Cabinet Members

Finance & Operations Cabinet Report

JENNIFER DUPLESSIS, PH.D.

ASSISTANT SUPERINTENDENT OF FINANCE &
OPERATIONS

JULY 18, 2022



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Finance Updates

- ❑ 22-23 Budget/Positions Opened
- ❑ Preparation for Summer Audit
- ❑ Property Value Study Audit = \$86k received

Facility Project Updates

- ❑ All Portables Removed - Salvage Item Auction Continuing
 - ❑ Next Step – LCDC Items
- ❑ LCDC Playground – reviewing Fencing, etc.
- ❑ Gym Floors –
 - ❑ SCIS Aux. Gym Replacement – in process
 - ❑ MS/HS Screen/Recoats – scheduling
- ❑ Transportation Concrete – in process
- ❑ Power Factor Correction – mid-July - August
- ❑ Puster Playground – ordered equipment, Dec – Jan.
- ❑ Auxiliary Job Fair – 7/23

Technology Project Updates

- Office moves – Admin/LHS/SCIS/WSMS
- Network Security project for wired network
 - Provides 802.1x authentication security
- LHS – Complete Desktop PC installations in classroom
- New IT Ticketing System for improved customer experience
 - New website - helpdesk.lovejoyisd.net
 - Tickets can be entered via web portal or by emailing helpdesk@lovejoyisd.net
- Analog to Digital Fax Conversion
 - Secure & private electronic faxes to an inbox – no more paper!
 - Accessible anywhere there is an internet connection
 - Timeline: 2-4 weeks for current fax numbers to be ported to new service.
- Analog to Digital telephone service conversion
 - More reliable connection – uses existing internet circuit vs antiquated copper lines
 - Better value – estimated savings of ~\$1,700/year
 - Timeline for Completion: 4-6 weeks for installation & configuration of equipment in Data Center and for phone numbers to be ported to new service
- Inventory of Technology Equipment
 - inventory.lovejoyisd.net
 - ID'ing, tagging, and creating records for all district technology at campuses



Technology Funding Updates

Funded FLS Grants – Procurement & Deployment*

Application Submitted for ECF Grant Funding for:

Purchase & Deployment of 40 iPad Charging Trays*

20 – PES

20 - HES

Purchase & Deployment of Windows Laptops for Teachers*

Goal = 1:1 Deployment of laptops for classroom teachers

Purchase & Deployment of 2,160 Chromebooks*

1,130 – LHS

330 – WSMS

100 – SCIS

300 – PES

300 – HES

* - Pending release of funds





THANK YOU

Curriculum and Instruction Board Update

LAURIE TINSLEY

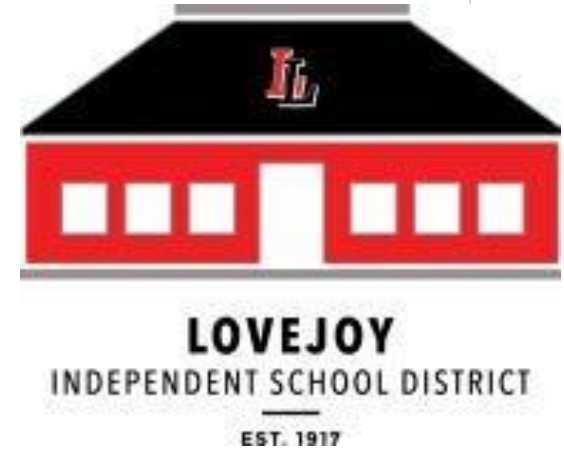
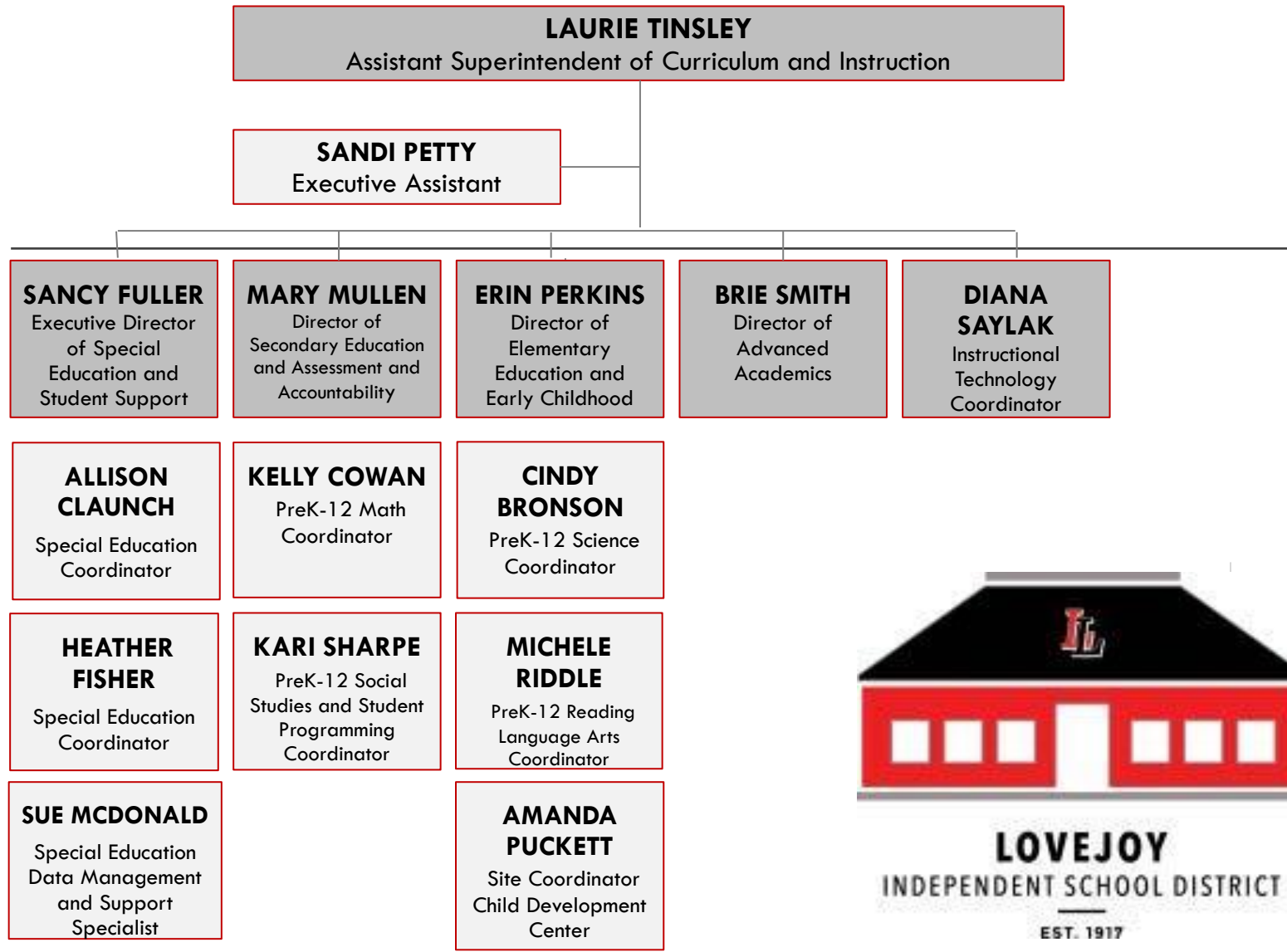
Assistant Superintendent
of Curriculum and Instruction

July 18, 2022
Regular Board Meeting



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LOVEJOY ISD CURRICULUM AND INSTRUCTION ORGANIZATION CHART 2022-2023



C&I DEPARTMENT WORK

- Leadership and Team Development Professional Learning
- Clarity on Roles and Responsibilities
- Improve Communication and Support for Campuses
- Teacher and Staff Involvement
(Curriculum Writing and Vertical Teams)



QUESTIONS

Special Education Update

SANCY FULLER

EXECUTIVE DIRECTOR OF SPECIAL
EDUCATION & ACADEMIC SUPPORT

JULY 18, 2022



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Lovejoy ISD Dyslexia Therapist Training Center

- The number of students in Texas being identified with dyslexia is continually increasing. Students with dyslexia require intense intervention that is delivered by those specially trained in multisensory structured language teaching.
- Currently, there are only 185 Qualified Instructors in the country that have completed the requirements to train Certified Academic Language Therapists (CALTS), and there is a pressing need for trained therapists.

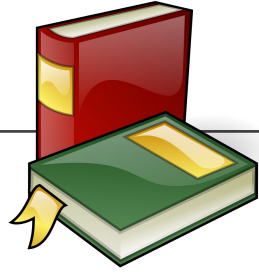
Lovejoy ISD Dyslexia Therapist Training Center

- To help meet the need for trained therapists within our district and surrounding community, Lovejoy ISD has partnered with Scottish Rite for Children to offer dyslexia therapists training, using the Take Flight Curriculum.
- Candidates are provided an intense two-year program that requires 200 hours of direct training, 700 practicum hours, and 10 video observations, resulting in certification through the Academic Language Therapy Association (ALTA).

Lovejoy ISD Dyslexia Therapist Training Center

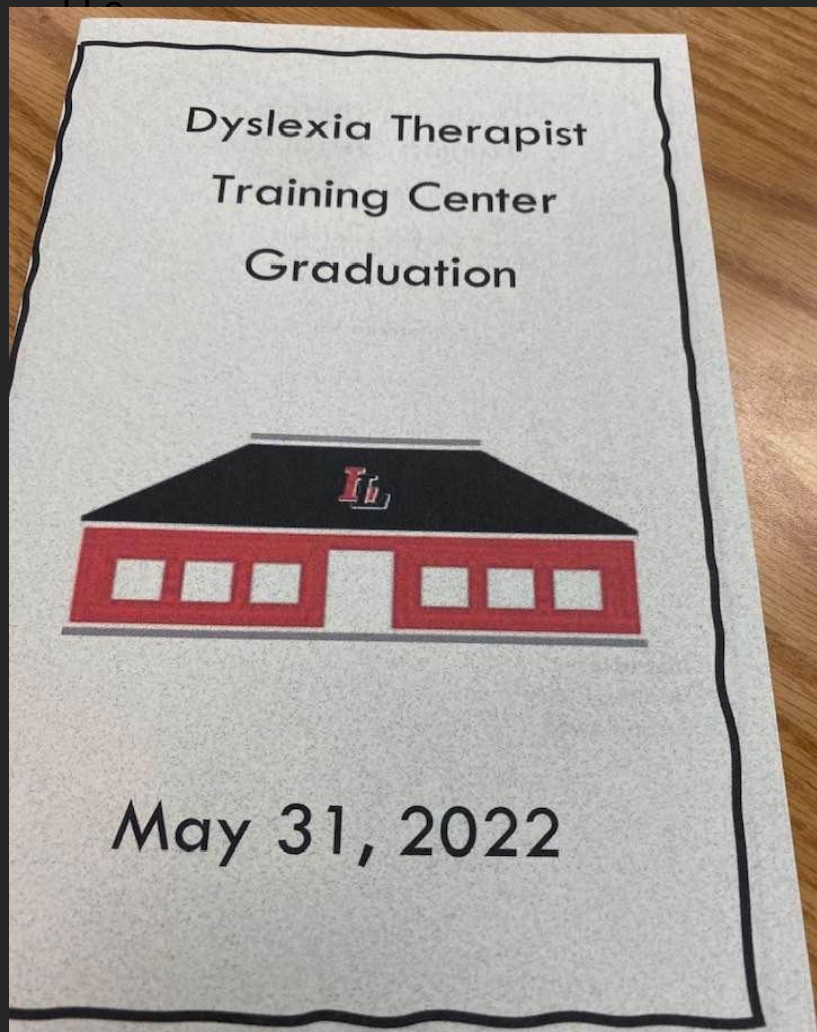
- In addition to generating revenue, Lovejoy ISD has been able to positively impact the quality of therapy provided to students in surrounding communities.
- The center has trained therapists from Lovejoy ISD, Anna ISD, Sherman ISD, and Quinlan ISD, as well as out-of-state therapists.

Learning and Growing Throughout the Summer



This summer our Lovejoy ISD Dyslexia Therapist Training Center has been actively training and preparing to be support students with dyslexia.





- **May 2022** - Graduation of First Cohort
- **June 2022**- Advanced Training for Second Cohort
- **July 2022**- Graduates Submit Applications for ALTA Exam



What's Next?

Coming in June 2023...

- *New Introductory Therapist Training Course*
- *Lovejoy ISD Teacher Training: Bridges by Scottish Rite*



THANK YOU

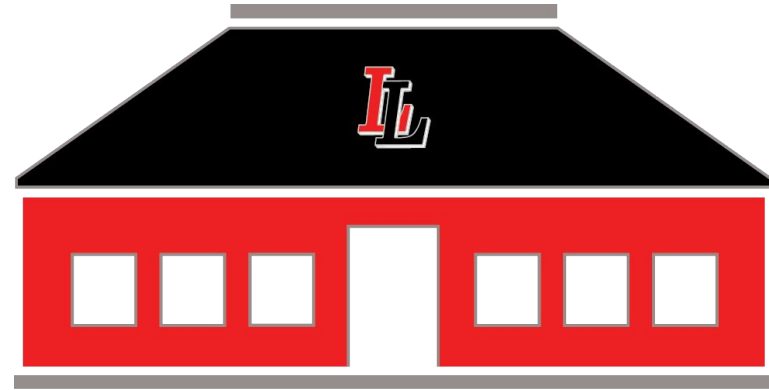
Student Services

Kevin Parker

Executive Director of Student Services

July 18, 2022

Regular Board Meeting



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Student Services

New Fine Arts Directors

- Choir Director- Kelly Martin
- Color Guard- TBD

New Athletics Head Coaches

- Tennis- Brad Wikse
- Girls' Golf- Brooke Donovan
- Girls' Basketball- Travis Hallam
- Swimming- Jay Bollinger



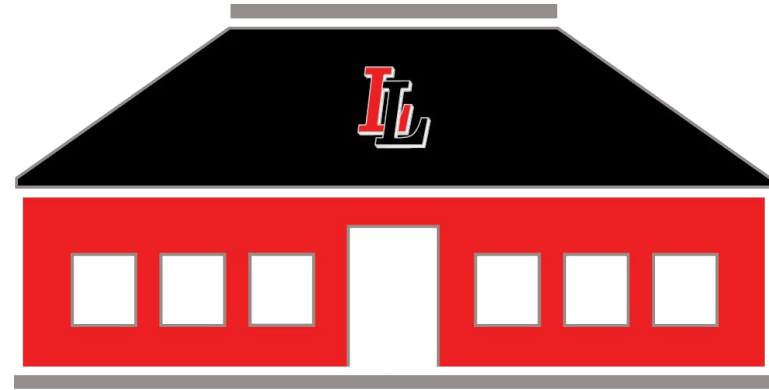
THANK YOU

Human Resources and Communications Update

ANNA KOENIG

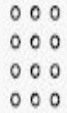
EXECUTIVE DIRECTOR OF
HUMAN RESOURCES & COMMUNICATIONS

July 18, 2022



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LOVEJOY



Independent School District

DRIVE THRU

JOB FAIR

SATURDAY, JULY 23 9AM-12PM

OPEN POSITIONS

**Custodians, Student Nutrition, Bus Drivers,
Childcare aides, PT after school group leaders**



LOVEJOY
INDEPENDENT SCHOOL DISTRICT
EST. 1917

**Lovejoy Child Development Center
(formerly Lovejoy Elementary)
256 Country Club Road
Allen, TX 75002**

**Questions?
(469) 742-8000**

LISDHRsupport@lovejoyisd.net

START HERE





THANK YOU

17. Superintendent's Report

Presenter: Katie Kordel, Superintendent of Schools

18. Public Comments Related to Non-Agenda Items

Presenter: Rodricka Taylor, Coordinator for the Superintendent and Board Services



Public Comment Procedures

Regular Meetings

Submitting for Public Comment

Any individual seeking to speak during the public comment session of a regular board meeting must complete and submit the public comment card by no later than 15 minutes prior to the designated start time provided on the meeting notice.

Public comment cards must be completed in their entirety with accurate and truthful information and must designate whether the speaker is speaking on a specific agenda item. Failure to designate an agenda item relevant to the speaker's comments will result in the classification of the public comment as a non-agenda item comment, to be heard at a later time in the meeting.

The Board will provide speakers that submit a public comment card on an agenda item the opportunity to speak prior to the Board's consideration of the item in the order in which they were received.

Public comment cards are only applicable to the meeting in which they are completed and submitted by the established deadline.

Each individual gets one opportunity per meeting to share their comments with the Board of Trustees, not multiple opportunities per individual agenda items.

If a speaker is not present when his/her name is called, the speaker forfeits the opportunity to speak at that meeting.

The comments made by speakers at public comment reflect the opinions solely of the speaker and not the Board of Trustees as a governing body or the District.

Order of Agenda and Limitations

The Board reserves the right to change the order of the agenda items on the notice of meeting and / or defer agenda items until a later date.

Each speaker will be provided up to three minutes to address the Board of Trustees unless more than 10 speakers sign up to speak, in which case, the presiding officer reserves the right to reduce the time allotted to each speaker to no less than one minute per speaker. (Board Policy BED (LOCAL)).

If at any time, in the opinion of the presiding officer, the individual speaker is attempting to address a non-agenda item in the agenda item public comment period, the presiding officer or designee may stop the speaker and defer the speaker's comments to the appropriate portion of the meeting.

Public comments relating to non-agenda items will be deferred until the end of the meeting if time permits, unless otherwise noted by the Board of Trustees.

Disruptive Behavior

Disruptive behavior will not be tolerated in the meeting. If after the provision of a single warning, the disruptive behavior continues, the disruptive individual may be escorted out of the meeting by District officials and/or law enforcement.

It is a criminal offense for a person, with intent to prevent or disrupt a lawful meeting, to substantially obstruct or interfere with the ordinary conduct of a meeting by physical action or verbal utterance.

Conduct defined by Texas Penal Code §42.01 and Board Policies BED (LEGAL) and BED (LOCAL).

Failure to yield the podium at the conclusion of the time allotted to a speaker at public comment constitutes a disruption and will be addressed accordingly.

Comments made to the Board of Trustees by meeting attendees and/or speakers outside of the designated public comment periods during a meeting constitute a disruption.

Board's Response to Public Comment

Specific factual information or recitation of existing policy may be furnished in response to inquiries, but the Board shall not deliberate or decide regarding any subject that is not included on the agenda posted with notice of the meeting. The Board may also refer a speaker to a staff member in authority over the issue.

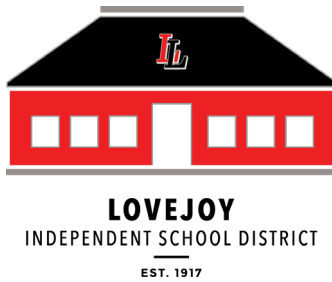
For specific complaints or concerns, speakers are encouraged to utilize the District's appropriate grievance procedures and policies set forth in Board Policies FNG (LOCAL), DGBA (LOCAL), and GF (LOCAL).

Special Meetings

The procedures outlined herein apply to special called Board meetings. However, comments at special called Board meetings are limited to agenda items only.

Statement of Non-Discrimination

The Board does not discriminate against speech on the basis of viewpoint.



School Board Public Comments Sign In July 18, 2022

The Board of Trustees encourages public comment. All public comment at a meeting other than a regularly scheduled meeting should be limited to agenda items posted for the meeting. By signing up to provide public comment at a Board meeting, you are acknowledging and accepting the procedures for public comment available online at lovejoyisd.net.

Any individual seeking to speak during the public comment session of a regular board meeting must complete and submit the public comment card by no later than 15 minutes prior to the designated start time provided on the meeting notice. Public comment cards must be completed in their entirety with accurate and truthful information and must designate whether the speaker is speaking on a specific agenda item. Failure to designate an agenda item relevant to the speaker's comments will result in the classification of the public comment as a non-agenda item comment, to be heard at a later time in the meeting. Public comment cards are only applicable to the meeting in which they are completed and submitted by the established deadline.

Each individual will have one opportunity per meeting to share their comments with the Board of Trustees, not multiple opportunities per individual agenda items. If a speaker is not present when his/her name is called, the speaker forfeits the opportunity to speak at that meeting. All speakers will be limited to no more than three minutes. The presiding officer reserves the right to reduce the number of minutes per speaker to no less than one minute per speaker in order to maintain effective meeting management. The speakers will be recognized in the order in which each person signs up. If there are more speakers than time allotted for public comment, the amount of time per speaker may be reduced, as determined appropriate by the Board of Trustees. If time does not allow for you to speak at public comment, the Board of Trustees may allot additional time for public comment or defer specific agenda items for review at a subsequent meeting in an effort to allow more public comment, as determined necessary by the Board. This public comment card will not be maintained from one meeting to the next and is only applicable to the meeting on the date in which it was submitted.

If you have a specific concern related to an employee of the District or a specific student issue, you are encouraged to utilize the District's grievance procedures provided in Board Policies DGBA (LOCAL), FNG (LOCAL), and GF (LOCAL) or applicable grievance process. Each grievance procedure allows for an individual to redress grievances with the Board of Trustees. All relevant policies are available online at lovejoyisd.net.

Disruptive behavior will not be tolerated in the meeting. If after the provision of a single warning, the disruptive behavior continues, the disruptive individual may be escorted out of the meeting by District officials and/or law enforcement. It is a criminal offense for a person, with intent to prevent or disrupt a lawful meeting, to substantially obstruct or interfere with the ordinary conduct of a meeting by physical action or verbal utterance.

The Board of Trustees appreciates your active participation in the school district.

***I wish to address the Board about a non-agenda item on the July 18, 2022 agenda.**

I wish to speak about agenda item #_____ which is titled:

***I wish to participate in the open forum by speaking about the following topic:**

First and Last Name:

Address:

Phone:

Organization (if applicable):

19. Announcements

Presenter: Barrett Owens, Board President

20. Adjournment

Presenter: Barrett Owens, Board President