

La Grange Independent School District



2024-2025 Student Handbook

This document contains the La Grange ISD Student Handbook. The student handbook contains campus expectations and guidelines for all students in La Grange ISD.

La Grange ISD Student Handbook

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2024–25 School Year

If you have difficulty accessing the information in this document because of disability, please contact the district at www.lgisd.net or at 979-968-7000

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Preface Parents and Students:

Welcome to the new school year!

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

The La Grange ISD Student Handbook is a general reference guide that is divided into two sections:

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

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

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

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

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

Therefore, parents and students should become familiar with the La Grange ISD Student Code of Conduct. To review the Code of Conduct, visit the district’s website at www.lgisd.net. State law requires that the Code of Conduct be prominently displayed or made available for review at each campus.

The Student Handbook is updated annually; however, policy adoption and revisions may occur throughout the year. The district encourages parents to stay informed of proposed policy changes by attending board meetings and reviewing newsletter and 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.

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 District’s Administration Office at 560 North Monroe or at any principal’s office in the District.

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

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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 Superintendent of LGISD, P.O. Box 100, La Grange, Texas, 979-968-7000.

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

- Acknowledgment 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 11 and **Consent Required Before Student Participation in a Federally Funded Survey** on page 12 for more information.]

Accessibility

If you have difficulty accessing this handbook because of a disability, please contact the Assistant Superintendent, at 979-968-7000.

Section One: Parental Rights

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

Consent, Opt-Out, and Refusal Rights

Consent to Conduct a Psychological 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 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.

Per state law, here is a summary of the district's curriculum regarding human sexuality instruction:

La Grange Elementary School Grades K-3 – Limited to Stranger Danger, Curriculum on Healthy Lifestyles

Grade 4 – Character Education, Anti-Bullying

Grade 5 – Always Changing Curriculum on Puberty

Grade 6 – Scott & White Wellness & Sexual Health

La Grange Middle School Grade 7-8 - Scott & White "Wellness & Sexual Health"

La Grange High School – Grades 9-12 - Scott and White "Worth the Wait"

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials.
- Remove his or her child from any part of the human sexuality instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. (See the campus principal for details.)
- Use the district's grievance procedure concerning a complaint. See **Complaints and Concerns (All Grade Levels)** on page 41 and FNG(LOCAL).

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

- Present abstinence from sexual activity as the preferred choice in relationship to all sexual activity for unmarried persons of school age;
- Devote more attention to abstinence from sexual activity than to any other behavior;

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- 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; and
- If included in the content of the curriculum, teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates.

Consent Before Instruction

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

Consent to Provide a Mental Health Care Service

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

The district has established procedures for recommending to a parent an intervention for a student with early warning signs of mental health concerns, substance abuse, or suicide risk. The district's mental health liaison will notify the student's parent within a reasonable amount of time after the liaison learns that a student has displayed early warning signs and provide information about available counseling options.

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

The mental health liaison can be reached at:

Stacy Eilers, Assistant Superintendent, P.O. Box 100, La Grange, Texas, 979-968-7000.

The mental health liaison can provide further information regarding these procedures as well as educational materials on identifying risk factors, accessing resources for treatment or support on and off campus, and accessing available student accommodations provided on campus.

[See **Mental Health Support** on page 83.]

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, and
- 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

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classroom website), or in district publications, which may include printed materials, videos, or other methods of mass communication.

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

A student under age 14 must have parental permission to participate in the district's parenting and paternity awareness program. This program was developed by the Office of the Texas Attorney General and the State Board of Education (SBOE) to be incorporated into health education classes.

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

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

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

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

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

Opting out of Advanced Mathematics in Grades 6-8

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

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

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

Corporal Punishment

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

However, in accordance with law, the district may not administer corporal punishment if a student's parent submits a signed, written statement prohibiting its use.

A parent who does not want corporal punishment administered to his or her child must submit a written statement to the campus principal stating this decision. This signed statement must be submitted each school year. A parent may revoke this prohibition at any time during the school year by providing a signed statement to the campus principal.

Note:

- District personnel may use discipline methods other than corporal punishment if a parent requests that corporal punishment not be used.

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- If the district knows that a student is in temporary or permanent custody of the state (through foster care, kinship care, or other arrangements), corporal punishment will not be administered, even when the student's caregiver or caseworker has not submitted a signed statement prohibiting its use.

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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 digital communication 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.

The employee is required to include the student's parent as a recipient on all text messages.

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

Objecting to the Release of Directory Information

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

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

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

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

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

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

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: child's name, address, telephone listing, electronic mail address, photograph, date and place of birth, major

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field of study, honors and awards received, dates of attendance, grade level, 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, and date of birth and grade level FL (LOCAL). 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 15.

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

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

- Name,
- Address, and
- Telephone listing.

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

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

Participation in Third-Party Surveys

Consent Required Before Student Participation in a Federally Funded Survey

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

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

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

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

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

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

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

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

A parent may inspect:

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

The ED provides extensive information about the [Protection of Pupil Rights Amendment](#), including a [PPRA Complaint Form](#).

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

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

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

- Instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, and
- 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, or
- 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. Students are required to stand during the pledges to the flag.

State law 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 100 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. Further, the student must 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, or
- Results from diagnostic assessments.

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

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

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. See **Standardized Testing** on page 117 for information regarding required accelerated instruction after a student fails to perform satisfactorily on certain state-mandated tests.]

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.

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.

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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,
- 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, and
- 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:

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- 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; and
- File a complaint with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements.
- For more information about how to file a complaint, see <https://studentprivacy.ed.gov/file-a-complaint>.

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

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

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

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

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

- Reaches the age of 18,
- Is emancipated by a court, or
- 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; or
 - Investigating or evaluating programs.

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- 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; or
 - A parent or student assisting a school official in the performance of his or her duties.

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

- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S. Secretary of Education, the Texas Education Agency, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or, in certain cases, other child welfare representatives.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school, district/system, or postsecondary educational institution to which a student seeks or intends to enroll or in which the student already is enrolled.
- In connection with financial aid for which a student has applied or has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses directory information-designated details. [See **Objecting to the Release of Directory Information** on page 11 to prohibit this disclosure.]

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

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

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

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

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You may contact the custodian of records for currently enrolled students at: the Principal's Offices of La Grange Elementary School, La Grange Middle School, or La Grange High School at P.O. Box 100 La Grange, Texas 78945.

You may contact the custodian of records for students who have withdrawn or graduated at: the superintendent's office located at 560 North Monroe, La Grange, Texas.

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, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district's grading guidelines.

[See **Report Cards/Progress Reports and Conferences** on page 101, **Complaints and Concerns** on page 41, and **Finality of Grades** at policy FNG(LEGAL).]

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

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

Teacher and Staff Professional Qualifications

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

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

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A Student with Exceptionalities or Special Circumstances

Children of Military Families

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

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

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, or
- 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

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.

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

[See **Bullying** on page 31, 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.

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[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 if the child has been the victim of sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for the assault. In accordance with policy FDE, if the victim does not wish to transfer, the board will transfer the assailant.

Student Use of a Service/Assistance Animal

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

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

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

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

The district will award partial course credit when the student only passes one half of a two-half course.

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

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

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

- Assist the student with the completion of applications for admission or financial aid;
- Arrange and accompany the student on campus visits;
- Assist in researching and applying for private or institution-sponsored scholarships;
- Identify whether the student is a candidate for appointment to a military academy;
- Assist the student in registering and preparing for college entrance examinations, including (subject to the availability of funds) arranging for the payment of examination fees by the Texas Department of Family and Protective Services (DFPS); and
- 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 48, **Course Credit** on page 47, and **Students in Foster Care** on page 119.]

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A Student Who Is Homeless

A student who is 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;
- Assessment of the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district;
- Awarding partial credit when a student passes only one half of a two-half course;
- Eligibility requirements for participation in extracurricular activities; and
- 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 48, **Course Credit** on page 47, and **Students who are Homeless** on page 120.]

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 parent may contact the individuals listed below to learn about the school's overall general education referral or screening system for support services.

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

Special Education Referrals

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

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

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

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

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

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

Contact Person for Special Education Referrals

The designated contact person regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is: Codi Kadlecek, Director of Special Education Services at 979-968-4102.

For questions regarding post-secondary transitions, including the transition from education to employment, for students receiving special education services, contact the district's transition and employment designee: Codi Kadlecek, Director of Special Education Services at 979-968-7000.

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,

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- An impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and
- A review procedure.

Contact Person for Section 504 Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is: Stacy Eilers, Assistant Superintendent, at 979-968-7000.

[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.

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

A Student Who Speaks a Primary Language Other than English

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

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

[See **Emergent Bilingual Students** on page 58 and **Special Programs** on page 116.]

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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 supports under Section 504 in order to receive a free appropriate public education (FAPE), as defined in federal law.

[See **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services** on page 21 and policy FB for more information.]

Section Two: Other Important Information for Parents and Students

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

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

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

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

Students enrolled in prekindergarten and 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 an applicable subject area state assessment.

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.]

Compulsory Attendance—Exemptions

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;

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- Required court appearances;
- Appearing at a government office to obtain U.S. citizenship;
- Taking part in a US naturalization oath ceremony
- 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;
- Absences resulting from a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, with certification by a physician;
- For students in the conservatorship of the state,
 - An activity required under a court-ordered service plan; or
 - Any other court-ordered activity, provided it is not practicable to schedule the student's participation outside of school hours.

For children of military families, absences of up to five days will be excused for a student to visit a parent, stepparent, or legal guardian going to, on leave from, or returning from certain deployments. [See **Children of Military Families** on page 19.]

Secondary Grade Levels

The district will allow a student who is 15 years of age or older to be absent for one day to obtain a learner license and one day to obtain a driver's license, provided that the board has authorized such excused absences under policy FEA(LOCAL). The student will be required to provide documentation of his or her visit to the driver's license office for each absence and must make up any work missed. [See **Driver License Attendance Verification** on page 29.]

The district will allow students 2 excused absences during their sophomore year, 4 excused absences during their junior year and 4 excused absences during their senior year to visit a college or university or professional workplace, provided:

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

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

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

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

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

Compulsory Attendance—Failure to Comply

All Grade Levels

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

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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; and
- 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.

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 incurs ten or more unexcused absences within a six-month period in the same school year.

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 must attend the class at least 90 percent of the days it is offered. A student who attends fewer than 90 percent of the days the class is offered will be referred to the attendance review committee. The 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.]

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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 use the following guidelines:

- If makeup work is completed, absences listed under **Compulsory Attendance— Exemptions** on page 25 will be considered extenuating circumstances.
- A transfer or migrant student incurs absences only after he or she has enrolled in the district.
- Absences incurred due to the student's participation in board-approved extracurricular activities will be considered by the attendance committee as extenuating circumstances if the student makes up the work missed in each class.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences.
- The committee will consider whether the student or student's parent had any control over the absences.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and discuss ways to earn or regain credit or a final grade.

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

Official Attendance-Taking Time (All Grade Levels)

The district will take official attendance every day during the second instructional hour at each campus.

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

A student absent from school or any class will not be allowed to participate in school-related activities that day or evening unless the absence has been given prior approval from the principal or assistant principal (pre-arranged absence).

Documentation after an Absence (All Grade Levels)

A parent must provide an explanation for any absence upon the student's arrival or return to school. The student must submit a note signed by the parent. The campus may accept a phone call from the parent but reserves the right to require a written note.

A note signed by the student will not be accepted unless the student is age 18 or older or is an emancipated minor under state law.

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

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

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

Within three days of returning to school, a student absent for more than five consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the 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.

Certification of Absence Due to Severe Illness or Treatment

If a student is absent because of a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, a parent must provide certification from a physician licensed to practice in Texas specifying the student's illness and the anticipated period of absence related to the illness or treatment.

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>.

Further information may be found on the Texas Department of Public Safety website: <https://www.dps.texas.gov/section/driver-license>.

See **Compulsory Attendance—Exemptions for Secondary Grade Levels** on page 25 for information on excused absences for obtaining a learner license or driver's license.

Accountability under State and Federal Law (All Grade Levels)

La Grange 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; and
- Information compiled by TEA for the submission of a federal report card that is required by federal law.

Accountability information can be found on the district's website at www.lgisd.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](#).

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

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

The test shall be offered at the high school and the date and time will be announced three weeks prior to the test.

Contact the principal for information about this opportunity.

Awards and Honors (All Grade Levels)

Academic Awards

The La Grange Independent School District will annually award an academic letter award to deserving high school students. The selection of these students and the granting of these awards will be administered to students enrolled for two semesters and passing their required courses and according to the following regulations:

The top 10% of students in each yearly graduating class with the highest GPA will be recognized as an honor graduate at the Commencement Exercises. No other awards other than the academic achievement awards will be made at the Commencement Exercise. The top two students in each graduating class will be recognized as valedictorian and salutatorian, respectively. **(See Class Rank Calculations on page 36 and page 40)**. Students recognized as honor graduates will receive a medal recognizing the fact they were a top 10% recipient. By noon, on the day before graduation, the high school counselor shall present to the high school principal and the superintendent a list of winners of the Rosa Meinecke Senior Award, distinguishing top 5 cohort graduates. The high school counselor shall also be responsible for ordering the awards and having them available for presentation on the day of graduation.

Freshmen, sophomore and junior Rosa Meinecke Award winners shall be the students ranked as the top five at the end of each school year. The award winners will be announced at class assemblies at the beginning of the next school year. These students shall receive a cloth letter award. Additionally, if a student has earned an academic letter and does not receive a letter jacket in another activity, athletics or band, that student shall receive a letter jacket at the beginning of their senior year. By June 20 each year, the high school administration shall certify the list of freshmen, sophomores, and juniors of the year just completed who have earned this award. The high school administration shall also be responsible for ordering the letters and jackets for this award.

All Grade Point Averages (GPA's) to determine academic award winners are cumulative.

Academic/Athletic/Band for Letter Jacket Awards

Only one letter jacket will be issued to a student and this award jacket cannot be given prior to the sophomore year to an individual during his or her attendance at La Grange High School. If a student letters in two or more activities, the student must choose which activity they wish to receive the letter and the jacket will bear the appropriate insignia. Students must receive written notification from the coach, director or sponsor of an activity in order to receive a letter and signifying the student has qualified for a letter jacket. Letter jackets are ordered at two different times during an academic school year. Athletic and various other activity awards may be made at a special assembly program. Any student suspended from school for one or more days will not be eligible to receive any type of school award.

UIL Literary Letter Award

Student literary letter winners will be determined by the results of the UIL District Literary Meet held each spring. Those students who place in the District Meet and who qualify for competition in the Regional Meet shall earn a letter. Exception: The One Act Play must qualify for the UIL Area Meet. If a student earns a literary letter and does not receive a letter jacket in another activity, athletics, or band, that student shall receive a letter jacket.

Bullying (All Grade Levels)

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

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

- Has the effect 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; or
- 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

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- Confinement
- Assault
- Demands for money
- Destruction of property
- Theft of valued possessions
- Name-calling
- Rumor-spreading
- Ostracism.

The district will integrate into instruction research-based content designed to reduce bullying that is appropriate for students' age groups. The district will use an age-appropriate survey regarding school culture that includes relevant questions on bullying to identify and address student concerns. Each campus has a committee that addresses bullying by focusing on prevention efforts and health and wellness initiatives. The committee will include parents and secondary students. The district will provide research-based interventions, which may include counseling options, for students who engage in bullying behaviors, students who are targeted by bullying behaviors, and any student who witnessed the bullying behaviors.

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 through an online reporting system procedure found on the LGISD website. The administration will investigate any allegations of bullying and related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying. If an investigation determines that bullying occurred, the administration will take appropriate disciplinary action and may, in certain circumstances, notify law enforcement. Disciplinary or other action may be taken even if the conduct did not 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 parent, the board may transfer the student to another campus in the district.

The parent of a student who has been determined to be a victim of bullying may request that the student be transferred to another classroom or campus within the district. [See **Safety Transfers/Assignments** on page 19.]

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Career and Technical Education (CTE) and Other Work Based Programs

- Agriculture
- Business/Marketing/Education
- Education and Training
- Family Consumer Sciences
- Building Trades
- Cosmetology
- Human Services/Cosmetology
- Welding

Admission and enrollment to these programs is based on the Texas Education Agency's specified requisites, interest and aptitude, and class space available.

The district also offers work-based programs in marketing.

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

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

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

[See **Nondiscrimination Statement** on page 98 for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator.]

Celebrations (All Grade Levels)

Although a parent or grandparent may provide food to share for a school-designated function or for a student's birthday, please be aware that children in the school may have severe allergies to certain food products. 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 87.]

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

The district has established a plan for addressing child sexual abuse, trafficking, and other maltreatment of children, which may be accessed at www.lgisd.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; or
- 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 48.]

Warning Signs of Trafficking

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

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

Possible warning signs of sexual trafficking in children include:

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

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Additional warning signs of labor trafficking in children include:

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

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

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

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

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

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

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

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

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

- [Child Welfare Information Gateway Factsheet](#)
- [Kids Health, For Parents, Child Abuse](#)
- [Office of the Texas Governor's Child Sex Trafficking Team](#)
- [Human Trafficking of School-aged Children](#)
- [Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault](#)

- [National Center of Safe Supportive Learning Environments: Child Labor Trafficking](#)

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

Rank Calculations

Class rank for senior students shall be calculated by averaging semester grades earned in grades 9-12. The numeric semester average shall earn grade points according to the District weighted grade point scale. Class rank will be calculated at the end of each semester. For purposes of class rank, courses shall be designated as Honor, Accelerated, Regular, and Basic. If a student chooses to repeat a class at the Honors or Accelerated level in which they have previously received credit, the class will be figured at the basic weight level for ranking purposes.

All class ranks will be released at the end of each semester as soon as the counselor's office has verified all grades and class ranks. Final senior ranking placements and grade point averages will be calculated the first day of the week of graduation and released the day of the graduation ceremony.

Exclusions

Grades earned in physical education, band, athletics and 8th grade Algebra I or any other course taken in middle school for high school credits shall not be included in this calculation. Courses for which credit is earned through credit recovery shall be calculated under the Basic course weight.

Modified Courses

For purposes of determining class rank for honor positions, courses that have been modified by the student's ARD committee or LPAC as to the required content of the Texas Essential Knowledge and Skills (TEKS) and reflected in the student's IEP shall not earn the same number of grade points assigned to regular courses.

Residency

To be eligible for valedictorian or salutatorian honors, a student must have been continuously enrolled in the District high school for two semesters preceding graduation.

Transfer Students/Use of Grades

Only semester averages granted by an accredited high school will be used to determine a student's weighted GPA. These grades will be calculated according to the La Grange High School Weighted Grading Scale.

Course Weights Honors/AP 6.0 Accelerated 5.0 Regular 4.0 Basic 3.0

Grade weights shall be assigned to grades earned by high school students for purposes of class ranking in accordance with the following scale:

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Weighted Grade Scale							
Honors		Accelerated		Regular		Basic	
100	6	100	5	100	4	100	3
99	5.9	99	4.9	99	3.9	99	2.9
98	5.8	98	4.8	98	3.8	98	2.8
97	5.7	97	4.7	97	3.7	97	2.7
96	5.6	96	4.6	96	3.6	96	2.6
95	5.5	95	4.5	95	3.5	95	2.5
94	5.4	94	4.4	94	3.4	94	2.4
93	5.3	93	4.3	93	3.3	93	2.3
92	5.2	92	4.2	92	3.2	92	2.2
91	5.1	91	4.1	91	3.1	91	2.1
90	5	90	4	90	3	90	2
89	4.9	89	3.9	89	2.9	89	1.9
88	4.8	88	3.8	88	2.8	88	1.8
87	4.7	87	3.7	87	2.7	87	1.7
86	4.6	86	3.6	86	2.6	86	1.6
85	4.5	85	3.5	85	2.5	85	1.5
84	4.4	84	3.4	84	2.4	84	1.4
83	4.3	83	3.3	83	2.3	83	1.3
82	4.2	82	3.2	82	2.2	82	1.2
81	4.1	81	3.1	81	2.1	81	1.1
80	4	80	3	80	2	80	1
79	3.9	79	2.9	79	1.9	79	0.9
78	3.8	78	2.8	78	1.8	78	0.8
77	3.7	77	2.7	77	1.7	77	0.7
76	3.6	76	2.6	76	1.6	76	0.6
75	3.5	75	2.5	75	1.5	75	0.5
74	3.4	74	2.4	74	1.4	74	0.4
73	3.3	73	2.3	73	1.3	73	0.3
72	3.2	72	2.2	72	1.2	72	0.2
71	3.1	71	2.1	71	1.1	71	0.1
70	3	70	2	70	1	70	0.1
69	2.9	69	1.9				
68	2.8	68	1.8				
67	2.7	67	1.7				
66	2.6	66	1.6				
65	2.5	65	1.5				
64	2.4	64	1.4				
63	2.3	63	1.3				
62	2.2	62	1.2				
61	2.1	61	1.1				
60	2	60	1				
59	1.9	59	0.9				
58	1.8	58	0.8				
57	1.7	57	0.7				
56	1.6	56	0.6				
55	1.5	55	0.5				
54	1.4	54	0.4				

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53	1.3	53	0.3
52	1.2	52	0.2
51	1.1	51	0.1
50	1	50	0

LHS COURSE WEIGHT DISTRIBUTION

(For Ranking Purposes Only)

HONORS (Weight--6.0)

English I Honors
English II Honors
AP Eng Lang & Composition
AP Eng Lit & Composition
Geometry Honors
Algebra II Honors

AP Precalculus
AP Calculus AB
World Geography Honors
AP World History: Modern
AP U.S. History
Biology Honors

Chemistry Honors
AP Chemistry
AP Physics 1: Algebra Based
AP Biology
AP Computer Science A
AP Art: Drawing

ACCELERATED (Weight--5.0)

Adv Journalism: Yearbook I & II
Pre-Calculus
Anatomy & Physiology

German III & IV
Spanish III & IV
Physics

Dual Credit Academic Courses
Calculus

REGULAR (Weight--4.0)

English I, II, III & IV
Journalism
Reading I, II & III
Algebra I & II
Geometry
Mathematical Models
Strategic Learning for HS Math
World Geography Studies
World History Studies
U.S. History Studies since 1877
US Government
Economics
Sociology

Psychology
Personal Financial Literacy
Biology
Integrated Physics & Chemistry
Chemistry
Environmental Systems
Principles of Technology
German I & II
Spanish I & II
Art I, II, III, & IV
Music Appreciation 1
Professional Communications
Health Education

Sports Medicine I & II
Fund. of Computer Science
Computer Science I & II
Agriculture Courses
Construction Courses
Manufacturing Courses
Education & Training Courses
Business/Marketing Courses
Career Prep I/II
Cosmetology Courses
Blinn Workforce Courses
Dual Credit Technical Courses

BASIC (Weight 3.0)

Sp. Ed. w/ Reduced TEKS
CT Mastery w/ Reduced TEKS
Correspondence Courses

Credit by Exam Courses
Summer School Classes
Edgenuity Courses

Credit Recovery Classes
Online Courses

See 2024-2025 Pathways for more details.

VALEDICTORIAN AND SALUTATORIAN

The valedictorian and salutatorian shall be the eligible students with the highest and second highest ranking as determined by the District's class ranking procedure described in this policy. Should a tie develop for valedictorian, co-valedictorians shall be declared, and no salutatorian shall be recognized. Should a tie develop for salutatorian, all those tying shall be recognized. [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.

[See **Schedule Changes** on page 104 for information related to student requests to revise their course schedule.]

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

For the two school years following graduation, a district student who graduates as valedictorian or in the top 10 percent of their class is eligible for automatic admission into four-year public universities and colleges in Texas if the student meets one of the following requirements:

- Completes the distinguishes level of achievement under the foundation graduation program
- Satisfies the ACT College Readiness Benchmarks or earns at least 1500 out of 2400 on the SAT.

The student is ultimately responsible for meeting the admissions 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 their 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 of 2024 term through the spring of 2026 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, which requires a student to provide an official copy of assessment results and transcripts, as applicable, to receive credit for the assessments and credits required for early graduation under the program.
- Texas First Scholarship Program
- The Future Texas Teachers Scholarship Program

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

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.

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[See **Class Rank/Highest-Ranking Student** on page 36 for information specifically related to how the district calculates a student's rank in class, and requirements for **Graduation** on page 66 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) 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 Blinn College, which may be offered on or off campus; and
- Enrollment in courses taught at other colleges or universities.
- Certain Career and Technical Education (CTE) courses.

A student may be eligible for subsidies based on financial need for AP. See **Fees (All Grade Levels)** on page 67 for more information.

A student may also earn college credit for certain Career and Technical Education (CTE) courses. See **Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels Only)** on page 32 for information on CTE and other work-based programs.

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

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

Communications (All Grade Levels)

Parent 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.

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 phone and email contact information within the online parent portal system. A physical address change can only be done in person with proof of residency by contacting their child's principal's office.

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. In the case of inclement weather at dismissal time, it may become necessary to delay students in leaving their campus at the regular dismissal time. **It is crucial to notify your child's school when a phone number changes.**

[See **Safety** on page 102 for information regarding contact with parents during an emergency situation.]

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 102 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 www.lgisd.net. The complaint forms can be accessed at the 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 superintendent.

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

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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.

Animal Policy

Students may not bring live or dead animals, reptiles, and insects to school, including stadium, gyms, fields or any extra curricular facilities unless approved by the principal. **These special projects will not be permitted on the school bus.** Parents must contact the school for approval at least seven days prior to the activity.

Bicycle and Other Wheeled Vehicles/Student Safety

Bicycles, skateboards, scooter boards, roller blades/skates and motorcycles may be ridden to school but must be parked in appropriate areas upon arrival at school. Wheeled vehicles may not be used for recreational purposes at any time on campus. No wheeled vehicles including roller blades, skates and scooters are allowed inside the fenced area of the football field including the track. Wheeled vehicles are also not allowed inside the fenced area of the tennis courts.

Campus Behavior Coordinator

Each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. The contact information for each campus behavior coordinator is available on the district's website at www.lgisd.net and the coordinator for this campus is listed below:

Ramona Glisson/Amanda Gommert – La Grange Elementary School

Justin Fierro – La Grange Middle School

Nathan Truex – La Grange High School

Conduct Before and After School

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

Costumes at School

Costumes, masks, facial makeup or distorted features which, when worn disrupts the instructional, learning, or classroom environment are prohibited at all times. Exceptions are content-related activities or instructional strategies, which are approved by the school principal.

Closed Campus

La Grange Elementary School, La Grange Middle School, AEP/DAEP are closed campuses. After students arrive on campus, they do not leave until classes dismiss for the day or they are signed out by their parent/guardian. Students may return to campus for extracurricular activities.

La Grange High School is a closed campus for freshman and sophomore students. All freshman and sophomores must remain on campus at lunch. Any freshman and sophomore student who

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leaves campus will be assigned to ISS. Any junior or senior student who takes an underclassman off campus will be assigned to ISS. A student must be enrolled at least two full years in high school to receive this privilege. Junior and Senior students must be in good standing concerning attendance, behavior and academics, to be eligible to leave campus.

Detention

A student may be assigned Lunch Detention, After School Detention, or Saturday School on one or more days if the student violates the school's code of conduct or other school regulations.

After School Detention and Saturday School will not begin, however, until the student has had an opportunity to notify parents. Parents should make arrangements for the student's transportation on the day(s) of the detention. Failure to attend detention can result in assignment to ISS.

A student may be assigned lunch detention by a teacher administration if the student violates the school's code of conduct or other school regulations.

Deliveries

Deliveries at the Elementary and Middle School campuses are to be made to the principal's office. The policy of assisting with deliveries for students will be conducted during the school year with exception of Homecoming week and the week of Valentine's Day, when office personnel will not assist in 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.

Deliveries at the high school Campus are not allowed unless pre-arranged with administration, coach or extra curricular sponsor.

Disruption of School Operations

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

- Interference with the movement of people at an exit, entrance, or hallway of a district building without authorization from an administrator.

- Interference with an authorized activity by seizing control of all or part of a building.
 - Use of force, violence, or threats in an attempt to prevent participation in an authorized assembly.
 - Use of force, violence, or threats to cause disruption during an assembly.
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- 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 300 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; and
- Entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct.

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

Expelled from another District (All Campuses)

A student who has been expelled from another district, who is otherwise eligible to enroll, may enroll in District schools; however, upon receipt of the expulsion order from the other school district, the District may continue the expulsion under the terms of the order or may allow the student to attend classes without completing the period of expulsion.

Fireworks

Possession and/or use of fireworks on school premises is prohibited. Such items will be confiscated and disciplinary action may be taken.

In School Suspension, ISS

Students committing infractions of school rules and expectations may be assigned to In School Suspension (ISS).

- Students assigned to ISS are not allowed to attend any school-sponsored activities that take place on any of the La Grange ISD campuses. In addition, students assigned to ISS are not allowed to attend school related activities (extra-curricular) that are held out of town. Out of town curricular activities or other exceptions may be attended at the discretion of the principal.
- As in the regular classroom, the district's written rules of conduct, dress code, etc. will apply. Disturbances of any kind will not be allowed.
- Students may not talk or get out of their desks without permission.

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- Students may not leave the ISS room unless accompanied by or given permission by the teacher. Leaving/walking out of the ISS room without permission will be considered an act of truancy.
- Students must complete their regular classroom assignments on a daily basis while in ISS. Students must also complete work deemed appropriate by the ISS teacher.
- Students may not sleep or look like they are asleep.
- Students are not allowed to make or receive telephone calls while assigned to ISS.
- Regular classroom teachers may conference with their students in regards to assignments.
- Lunch for ISS students is restricted.

Parties/Treats at School (La Grange Elementary School)

La Grange Elementary School grade levels are limited to two class parties during the school year. Due to limited time schedules, individual birthday celebrations need to be handled outside of school. **(Invitations to parties should not be passed out during the school day.)**

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 extra-curricular/club sponsor and/or campus principal.

Contagious Diseases/Conditions

To protect other students from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. If a parent suspects that his or her child has a contagious disease, the parent should contact the school nurse or principal so that other students who might have been exposed to the disease can be alerted. [See Health-Related Matters on page 81.]

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

Counseling

The district has a comprehensive school counseling program that includes:

- A guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives;

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

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

Academic Counseling

Elementary and Middle/Junior High School Grade Levels

The school counselor will provide information to students and parents 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. Information can be found on the counselor page on the LGISD website.

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; and
- Availability of college credit awarded by institutions of higher education to veterans and military service members for military experience, education, and training.

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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 make a request for a meeting in the principal's office. As a parent, if you are concerned about your child's mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance.

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

[See **Mental Health Support** on page 83, and **Child Sexual Abuse, Trafficking, and Other Maltreatment of Children** on page 33 and **Dating Violence** on page 48.]

Course Credit (Secondary Grade Levels Only)

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

A first semester passing grade stands alone; however, a failing grade of 69 or below maybe brought up by a second semester average sufficient enough to allow a 70+ average for the year. The second semester of a course must be passed with a 70 or higher to receive credit. The first semester grade cannot bring up the second semester grade.

Examples: English I

<u>1st Semester</u>	<u>2nd Semester</u>	<u>Credit</u>
65	75	1
75	65	.5
65	70	.5

Note: Dual credit courses only- If a student receives college credit for a course, the student will also receive high school credit according to the college's grading scale.

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."

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

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

[See the school counselor and policy EHDB(LOCAL) for more information.]

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

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

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

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

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

If a student plans to take an examination, the student or parent must register with the school counselor no later than 30 days prior to the scheduled testing date. [See policy EHDC 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; and
- The student's parent gives written approval of the grade advancement.

Students in Grades 6–12

A student in grade 6 or above is eligible to earn course credit with:

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

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

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

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

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

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

Dating Violence

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship 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; or
- Encouraging others to engage in these behaviors.

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

For more information on dating violence, see the CDC's [Preventing Teen Dating Violence](#).

Discrimination

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

Harassment

Harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an

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intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

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

- Offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation;
- Threatening, intimidating, or humiliating conduct;
- Offensive jokes, name-calling, slurs, or rumors;
- Physical aggression or assault;
- Graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or
- Other kinds of aggressive conduct such as theft or damage to property.

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; and
- Other sexually motivated conduct, communications, or contact.

Sexual harassment of a student by an employee or volunteer does not include necessary or permissible physical contact 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; or
- 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.

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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 parent. [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 31]

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 48.]

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

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alternative methodologies such as mail, satellite, internet, video-conferencing, and instructional television.

The distance learning opportunities that the district makes available to district students are the Texas Virtual School Network.

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

[See **Remote Instruction** on page 101.]

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 a similar course.

A copy of policy EHDE addressing distance learning will be distributed to parents of middle and high school students at least once each year. If you do not receive a copy or have questions about this policy, please contact the High School Counselor.

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

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

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A student may appeal a decision in accordance with policy FNG(LOCAL). Any student who sells, posts, circulates, or distributes nonschool 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 nonschool material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the campus principal for prior review. The 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.]

The campus principal has designated the location for approved nonschool materials to be placed for voluntary viewing or collection.

Prior review will not be required for:

- Distribution of materials by an attendee to other attendees of a school-sponsored meeting intended for adults and held after school hours.
- Distribution of materials by an attendee to other attendees of a community group meeting held after school hours in accordance with policy GKD (LOCAL) or a non-curriculum-related student group meeting held in accordance with 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 nonschool 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 teaches grooming and hygiene, prevents disruption, minimizes safety hazards, and maintains a positive learning climate. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the following:

Overall Appearance

- Clothing must be appropriately sized, clean and mended.
- Tattoos must be covered at all times.
- Clothing/Hairstyle/Eyebrow styles that denote gang membership, tobacco, alcohol, and/or drug use, vulgar or obscene words or images, violence, weapons, derogatory language, or any illegal activities, whether expressed or implied, is not allowed.
- Earbuds of any kind or headphones are not allowed to be worn in the hallways
- Any clothing that allows for undergarments to show is not allowed.

Hair

- Hair must be clean, well kept, well groomed, and out of the student's eyes at all times.
- Head coverings (including but not limited to bandanas, nets, hats, caps, etc) may not be worn while the student is within the school building.

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- Hair color that is not a natural color is strictly prohibited.
- Distracting hair styles/eyebrow styles, such as mohawks, designs and/or symbols cut into the hair, etc., are not allowed.
- Combs are not allowed to be worn in the hair.
- Facial hair (including but not limited to mustaches, beards, goatees, unusual sideburns, etc.) is not allowed. Facial hair under a mask is not permitted.

Face and Piercings

- Razor lines are not allowed in eyebrows.
- Excessive, distinctive, or distracting make-up is not allowed.
- Colored glasses are not allowed in the building unless specifically prescribed by a physician. a note must be on file with the nurse, as well.
- Jewelry worn in body piercing and small stud nose piercings are not allowed at school or school activities.
- Other facial piercings (including but not limited to lips, cheeks, eyebrows, etc) are not allowed.
- Ear piercings must not be excessive, distracting, or dangerous.
- Any jewelry that is deemed to be hazardous to the wearer or others, (including but not limited to wallet chains, heavy chains or necklaces, rings with jagged or sharp ornamentation, etc.) is not allowed.
- Gauges/plugs are not appropriate for school or school events.

Tops/Blouses/Shirts

- Tops that display the midriff, when the arms are lifted or left at the sides, are not allowed.
- Sleeveless tops may be worn as long as they are hemmed (cut-off shirts are not allowed), fit snugly under the arms so that undergarments are not visible, and are at least 2 inches at the shoulder.
- Halters, tube tops, one-shoulder blouses, and cold shoulder blouses that do not have a 2-inch strap, are not allowed.
- Low cut tops, whether in the front or the back, are not allowed.
- Tops that allow for undergarments to be visible (including but not limited to sheer blouses, see-through tops, etc.) are not allowed.

Shorts/Skirts/Skorts

- Shorts, skirts, and/or skorts must have a straight and finished hem.
- Shorts shall be no shorter than the fingertips on the extended hand as the arms hang freely at the sides while standing or be no shorter than mid-thigh while standing with final discretion remaining with the campus principal.
- Skirts, slits in skirts, and/or skorts shall be no shorter than 4" above the kneecap and final Discretion remains with the campus principal. (Note: No ruler measurement will be performed unless a student requests such, and then the measurement will be done by the student.)
- Writing across the seat of the short, skirt, and/or skort is not allowed.
- Swim trunks, bike shorts, cut-offs, excessively baggy shorts, and tight-fitting shorts are not allowed.

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Pants/Jeans/Slacks

- Pants, jeans, and/or slacks must all be worn at waist-level.
- “Sagging” is not allowed.
- Holes that show skin above finger tip length are not allowed.
- Writing across the front or back of the pants, jeans, or slacks is not allowed.
- Pants resembling pajamas and sweatpants/track warm-ups are not allowed at school.
- Leggings may be worn as long as the leggings are not transparent and the top/shirt/dress worn on top does not display the midriff when the arms are lifted or left at the sides and final discretion remains with the campus principal. (Note: No ruler measurement will be performed unless a student requests such, and then the measurement will be done by the student.)

Dresses

- Dresses, and slits in the dresses, shall be no shorter than 4” above the kneecap and final discretion remains with the campus principal. (Note: No ruler measurement will be performed unless a student requests such, and then the measurement will be done by the student.)
- Straps on dresses must be at least 2 inches in width.
- Dresses that allow for undergarments to show are not allowed.

Shoes

- Shoes must be worn at all times.
- House shoes, slippers, and/or steel toe shoes are not allowed to be worn.

Bags/Backpacks/Purses

- Bags, backpacks, and/or purses must not depict or insinuate lewd, offensive, vulgar, obscene, or illegal images or words.
- Bags and Backpacks, except for athletic, band, drill team, cheer, and lunchboxes, must be clear or mesh.
- Bags, backpacks, and/or purses must not promote alcohol, tobacco, and/or drug use.

The principal, and/or an administrator, reserves the right to make judgment calls concerning the appropriateness of dress and grooming when necessary, including new fads and fashions.

If the principal, and/or an administrator, deems a student’s grooming and/or clothing violates the school’s dress code, the student will be given an opportunity to correct the problem at school. The student will be assigned to in-school suspension (ISS) until an acceptable change of clothing is received to correct the problem. If no change of clothes is provided, the student will be offered an option provided by the school or will be assigned to in-school suspension (ISS) for the remainder of the day.

Repeated offenses may result in more serious disciplinary actions in accordance with the Student Code of Conduct.

Certain extra-curricular activities may have higher standards to abide by than the campus dress code. The coaches and sponsors will set acceptable standards for their particular area. Students may be denied participation in an activity for violating the extra-curricular standards of behavior.

Electronic Devices and Technology Resources (All Grade Levels)

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

The district permits students to possess personal cell phones for safety purposes; however, these devices must remain turned off during the instructional day, including during all testing, unless they are being used for approved instructional purposes. [See **Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials** on page 122 for graphing calculator applications on computing devices.]

A student must have approval to possess other personal telecommunications devices on campus such as laptops, tablets, or other portable computers.

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.

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

If a student uses a telecommunications device without authorization during the school day, the device will be confiscated. The device will be returned at the end of the day at the Elementary and Middle School campus. At the High School campus, the parent may pick up the confiscated telecommunications device from the principal's office for a fee of \$10 for the first offense, \$15 for any subsequent offense. A student who has an electronic device stolen will be referred to the School Resource Officer.(SRO).

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.]

The use of ear buds are not permitted in the hallways.

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In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel. [See **Searches** on page 108 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.

Acceptable Use of District Technology Resources

District-owned technology resources may be issued to individual students for instructional purposes. Use of the district's network systems and equipment is restricted for approved purposes only. Students and parents will be asked to sign a user agreement (separate from this handbook) regarding use of these district resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Please note: The District does not monitor/filter all electronic communications on the District network.

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.

In accordance with state law, the district prohibits the installation or use of TikTok (or any successor application or service) on a district device, along with any other social media application or service determined by the governor.

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.

End-of-Course (EOC) Assessments

[See **Graduation** on page 74 and **Standardized Testing** on page 117.]

Emergent Bilingual (All Grade Levels)

A student who is an Emergent Bilingual 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 117, may be administered to an English learner up to grade 5. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to English learners who qualify for services.

If a student is identified as an Emergent Bilingual 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 122.]

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.]

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.

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

However, if a student receives a grade below 70 at the end of a grading period in an Advanced Placement (AP) or International Baccalaureate (IB) course, or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or languages other than English, the student remains eligible for participation in all extracurricular activities.

If a student is enrolled in a state-approved course that requires demonstration of the mastery of an essential knowledge and skills in public performance and the student receives a grade below 70 in any course at the end of the grading period, the student may not participate in a performance even if the general public is invited.

If a student is enrolled in a state-approved music course that participates in UIL Concert and Sight reading Evaluation, and the student receives a grade below 70 in any course at the end of a grading period, the student may not perform with the ensemble during the UIL evaluation performance.

In addition, the following applies to all extracurricular activities:

- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- A student is allowed in a school year up to 18 absences not related to post-district competition, a maximum of 5 absences for post-district competition prior to state, and a maximum of 2 absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will be considered an unexcused absence.

Standards of Behavior

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

Offices and Elections

Certain clubs, organizations, and performing groups will hold elections for student officers.

La Grange Elementary School UIL Academics - University Interscholastic League Contests or Activities are open to all eligible students. The policies and regulations used are those set up under the UIL Constitution and Rules:

Creative Writing - 2nd
Storytelling - 2nd, 3rd
Art Contest - 4th-6th

Music Memory - 2nd-6th
Ready Writing - 3rd-6th
Dictionary Skill - 5th-6th

Spelling - 3rd-6th
Chess Puzzle - 2nd-6th
Calculator - 6th

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Math - 6th
Social Studies - 6th

Oral Reading - 4th-6th
Number Sense - 4th-6th

Listening Skills - 5th, 6th
Maps, Graphs & Charts-5th,6th

A student must be present in school all day in order to participate in a school activity that afternoon or evening. Emergency exceptions must be approved in advance of absences by the principal or designee.

A student who misses class because of participation in an activity sponsored by a non-approved organization will receive an unexcused absence.

Band

Open to 6th grade students. The policies of the UIL rules are followed.

Cheerleaders - 6th grade students

Open to 6th grade students for the 7th grade year. Administrative Regulation will regulate each student. The principal and sponsor maintain a list of written regulations. See the Cheerleader Constitution.

National Geography Bee - Open to students in 6th grade.

Middle School

The following is a description of La Grange Middle School extracurricular activities along with policies and/or regulations concerning student membership.

Athletic Activities or Contests

Open to all students. The policies and regulations used are those set up by the Constitution and Contest Rules Book of the University Interscholastic League, Austin, Texas. No fees for participation.

Basketball
Cross Country
Football
Girls Volleyball
Golf
Tennis
Track and Field
Cheer

UIL Participation/Physical Examinations

A student desiring to participate in the UIL athletic program shall submit annually a statement from a health care provider authorized under UIL rules indicating that the student has been examined and is physically able to participate in the athletic program.

Band

Open to Middle School students. Policies and regulations of the University Interscholastic League rules are followed.

Cheerleaders

Open to 6th grade students for the 7th grade year. Administrative Regulation will regulate each student. The principal and sponsor maintain a list of written regulations. See the Cheerleader Constitution.

UIL Contests

University Interscholastic League Contests or Activities are open to all students. The policies and regulations used are those set up under the UIL Constitution and Rules:

- Maps, Graphs, & Charts
- Ready Writing
- Number Sense
- Calculator
- Chess Puzzle
- Impromptu Speaking
- Spelling
- Mathematics
- Oral Reading
- Modern Oratory
- Editorial Writing
- Listening Skills
- Science
- Dictionary Skills
- Social Studies

A student must be present in school all day in order to participate in a school activity that afternoon and evening. The Principal or designee must approve emergency exceptions in advance of absence.

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High School

Student clubs and performing groups such as the band, drill team and athletic teams may establish codes of conduct and 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 Code of Conduct will apply in addition to any consequences specified by the organization. Students are encouraged to participate in extracurricular activities. Notification is verbal with personal contact from faculty advisor to student and/or parent. Other notification consists of school announcements; school bulletin boards; and the local radio station. Each club, chapter or organization shall be open for membership to all students regardless of race, sex, color, national origin or handicap. The following is a description of La Grange High School extracurricular activities, along with policies and/or regulations concerning student membership.

Athletic Activities or Contests

Open to all students. The policies and regulations used are those set up by the Constitution and Contest Rules book of the University Interscholastic League (UIL), Austin, Texas.

Baseball	Cross Country	Track & Field
Basketball	Football	Golf
Soccer	Girls Softball	Powerlifting
Tennis	Girls Volleyball	Swimming

UIL Participation/Physical Examinations

A student desiring to participate in the UIL athletic program or band program shall submit annually a statement from a health care provider authorized under UIL rules indicating that the student has been examined and is physically able to participate in the athletic program or band program.

Band/Drill Team/Drum Majors

Open to all students. Perform with band at football games. Students are required to fulfill UIL requirements. Students practice and work after school. See Band, Drill Team and Drum Major Handbooks/Constitutions.

Cheerleaders

Open to all students. Perform at all athletic events as specified in the guidelines. Students are responsible for paying for uniforms and equipment. Students practice and work during regular class time and after school when necessary. Policies of the UIL are followed. See Cheerleader Constitution.

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National Honor Society

The National Honor Society (NHS) is one of the nation's premier organizations established to recognize outstanding high school students.

More than just an honor roll, NHS serves to recognize those students who have demonstrated excellence in the areas of scholarship, leadership, service and character.

Chapter membership not only recognizes students for their accomplishments, but challenges them to develop further through active involvement in school activities and community service. Four main purposes have guided chapters of NHS from the beginning: to create enthusiasm for scholarship; to stimulate a desire to render service; to promote leadership; and to develop character in the students of secondary schools. These purposes also translate into the criteria used for membership selection in our chapter.

La Grange High School students may apply for membership during the spring semester of their sophomore or junior year. In order to be considered, a student must have at least a 90.0 grade point average, excluding athletics, band and PE grades. If a student meets the grade requirement, he/she will have the opportunity to continue with the application process. Eligible students will be required to complete an activity packet documenting their school and community activities.

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Additionally, faculty members who have taught or sponsored these students will complete a character evaluation for each student. Students will be assessed in behavior, integrity, ethics, cooperation and responsibility. The high school principal will also appraise each student's behavior. The Faculty Council will then evaluate all eligible students and assign points for these categories to determine admittance into the La Grange High School chapter. Students will be notified of their status regarding membership in mid to late August.

Any student not selected for membership at the end of his/her sophomore year can be reevaluated during the spring semester of his/her junior year provided the appropriate scholastic GPA average of 90.0 is achieved.

NHS Bylaws and Operating Procedures can be found online or in the high school office.

Student Council

La Grange Elementary School

Student Council representatives shall be elected from grades 4-6. The Student Council operates within the guidelines of the Texas Association of Student Councils and its actions are subject to approval by the principal.

La Grange Middle School & La Grange High School

The Student Council operates within the guidelines of the Texas Association of Student Councils and its actions are subject to approval by the principal.

EXTRACURRICULAR ACTIVITIES DISCIPLINE MANAGEMENT PLAN

The La Grange Independent School District recognizes that participation in extracurricular activities is a privilege, not a right. Students participating in extracurricular events represent the school district and the community at all times. The students are role models; therefore, they are held to a high standard of conduct. All students scheduled to be on a team or in an organization or any student currently a member of a school recognized extracurricular program (U.I.L., clubs, student organizations) shall be governed by the following discipline management plan. It is important to note that because the plan specifically includes conduct that occurs while at school or on school sponsored activities and while the student is completely away from school or school sponsored events, the plan literally applies 24 hours a day, 7 days a week, 365 days a year for all La Grange ISD students participating or scheduled to participate in these activities. The plan establishes an escalating series of consequences based on the accumulation of strikes for behaviors at school, at school sponsored events and/or for behaviors completely away from school.

Students participating, enrolled, or registered in a La Grange ISD extracurricular activity/event will be required to follow all expectations outlined in the La Grange ISD Student Code of Conduct at school and at all school sponsored events/functions. Illegal use or possession of alcohol, drugs and tobacco are prohibited.

Students traveling on school trips are expected to remain in dress code, meet UIL eligibility, comply with club/organization guidelines and be responsible for all equipment issued to them for use. The authority to remove or deny a student's participation in an activity rests with the coach or sponsor and LGISD Administration. A student in attendance (attending an event/party which includes prohibited activities) may be found in violation of this policy if he/she knowingly remains at a location/event where prohibited activities are occurring.

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Guidelines for Issuing Strikes

Team/Organization consequences, listed below, are imposed in addition to school disciplinary (Student Code of Conduct) consequences. A student will receive one (1) strike for the following offenses at school or at any school sponsored activity/event:

Any incident or combination of incidents resulting in a suspension from school or a 10 or more day placement in a disciplinary setting.

1. Behavior that the Principal or designee considers to be a major infraction of the Student Code of Conduct.

Committing the following offenses at any time will result in the assessment of one (1) strike by the Coach/Sponsor/School Administrator:

1. Illegal possession, consumption, distribution, or sale of alcoholic beverages, controlled substances or tobacco verified by credible witness according to Coach/Sponsor/Administrator (video/audio/internet recordings depicting alcohol possession or consumption is considered a violation).
2. Behavior that results in criminal charges by law enforcement agencies not related to alcohol, controlled substances or traffic violations.
3. Behavior disrespectful of the organization, club, sponsor, coach or school (inappropriate audio/ video/internet use or recordings).
4. Behavior that results in the receipt of an MIP (Minor in Possession), MIC (Consumption of Alcohol by a Minor), DWI (Driving While Intoxicated), DUI (Driving Under the Influence of an Illegal Substance) or any other citation related to the illegal use, possession or consumption of alcoholic beverages or controlled substances. Consequences for violation will apply regardless of the disposition or outcome of an issued citation.
5. Positive test from mandatory drug test.

Team/Organization/Club Consequences

Consequences are applied to all UIL and Board approved clubs/organizations. Consequences are applied to Multiple Event Programs MEP (5 or more events/activities such as Athletics, Band, and Cheerleading) and LEP Limited Event Programs (less than 5 events/activities such as FFA, DECA, UIL Academics, and German Club). MEP programs with less than 10 events/activities apply the % consequences only. Students must serve consequences in a sport/activity where they have participated previously or committed to at the beginning of the current year. An ineligible student (for academic or disciplinary reasons) will serve the suspension when eligibility is regained. When a student is involved in more than one sport or extracurricular activity, athletics will take precedent if agreed upon by the coaches and/or sponsors involved.

Mandatory Self Reporting – Students are required to self-report any major offense whether formal charges are filed or not within two (2) week days of the incident. Suspensions are reduced 50% when the student self-reports within two week days. Students must report to either a school administrator or the coach/sponsor of the activity in which they are involved. Incidents which occur at school or at school related activities, which are known immediately by school personnel and result in a strike, do not need to be self-reported. The suspension is reduced 50% for the incidents at school which are immediately known to school personnel. Incidents which occur at school or at school related activities, which are known immediately by school

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personnel and result in a strike do not need to be self-reported. The suspension is reduced 50% for the incidents at school which are immediately known to school personnel. A positive drug test is considered to have been reported immediately.

Probation - Students suspended from events/games/activities may not travel nor participate in any form with the team/organization on the day of the event/game/activity. (This includes parent night, senior night or any special recognition). Consequences for a first strike must be completed before consequences may be served for a second strike. Consequences may carry over into the next school year and in a different sport/activity if not completed prior to the end of the school year.

Accumulated strikes are removed upon successful completion of a probation or suspension term.

First Strike:

1. Mandatory conference with students, parent(s), and appropriate school official/coach.
2. The student is required to complete a counseling program determined by program/sponsor for any strike issued for drug or alcohol violations. The counseling program must be completed prior to student participation in any extracurricular event.
3. Students in MEP will be placed on suspension for 20% of the scheduled events (minimum of two complete games/events/activities not to include scrimmages) to begin immediately or at the beginning of the next sport/activity season, contests or activities scheduled for one calendar year from the date of the imposition of the first strike. The student remains on probation with one strike for one calendar year from the date of the infraction. A student on probation remains eligible to participate in all practices. Students in LEP will be placed on probation for one calendar year from the date of the imposition of the first strike.

Second Strike:

1. The student is required to complete 24 hours of community service prior to student participation in any extracurricular event.
2. The student remains on probation for one calendar year from the date of the second strike.
3. Students in MEP will be placed on suspension for 40% of the scheduled events (minimum of four complete games/events/activities not to include scrimmages) to begin immediately or at the beginning of the next sport/activity season, contests or activities scheduled for one calendar year from the date of the imposition of the second strike.
4. Students in LEP are suspended from the next scheduled event to begin immediately or at the beginning of the next event calendar.

Third Strike:

1. A student will be removed from all extracurricular programs for one calendar year from the date of the imposition of the third strike. Students suspended from extracurricular activities under this policy shall not miss any required academic class related to the extracurricular activity.

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2. A student removed from participation in all extracurricular activities under this policy shall be provided the following written information: the reason(s) for the removal; the conditions of the removal and information on availability of counseling, if appropriate.

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 and technology insurance.
- Musical instrument rental and uniform maintenance when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees, student identification cards, and replacement bus passes.
- Fees for lost, damaged, or overdue library books.
- 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 122.]
- A fee not to exceed \$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 485.]

Grade-Level Classification (Grades 9–12 Only)

After the ninth grade, students are classified according to the number of credits earned toward graduation. Classification is updated at the end of the school year.

Credits Earned	Classification
6	Grade 10 (Sophomore)
12	Grade 11 (Junior)
18	Grade 12 (Senior)

Grading Guidelines (All Grade Levels)

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

- The minimum number of assignments, projects, and examinations required for each grading period;
- How the student's mastery of concepts and achievement will be communicated (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; and
- Procedures for a student to follow after an absence.

[See **Report Cards/Progress Reports and Conferences** on page 101 for additional information on grading guidelines.]

Cheating/Plagiarism/Academic Dishonesty

Plagiarism is the use of another person's original ideas or writing as one's own without giving credit to the author. Plagiarism will be considered cheating and the student will be subject to academic disciplinary action that may include loss of credit for the work in question. Teachers who have reason to believe a student has engaged in cheating or other academic dishonesty will determine the academic penalty to be assessed. Students found to have engaged in

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academic dishonesty will be subject to disciplinary penalties as well as academic penalties. Pupils who are found to be copying, using stored data from a programmable calculator, using notes, or cheating in any manner may be given a grade of zero, and anyone found giving aid or assisting another student in cheating may also be given a grade of zero.

Exemption Policy (HS)

All students must comply with the following general exemption criteria:

Grade	Fall	Spring
12	4	All** **Must have completed STAAR requirements
11	3	4
10	2	3
9	1	2

Number of exemptions is dependent on grade level. See above.

No more than five (5) absences per semester, per class allowed (excused, unexcused and medical). Includes whole and part-day medical absences. School-related absences, college visits and court appearances will not count towards absences. Proper documentation is requested within three (3) days of the absence. All notes for previous absences must be turned in prior to exemption day.

No more than eight (8) tardies for the semester, all classes combined.

No more than 1 assigned ISS (3 days or less), no out-of-school suspensions or no AEP assignments during the semester.

Must be clear of all fines and fees prior to exemption day.

Fall Semester/Spring Semester

1. Student meets above average general exemption criteria and
2. Student's semester grade average is **85 or above in 4.0 and 5.0 classes**
3. Student's semester grade average is **80 or above in 6.0 classes**

(Fall semester average is calculated based on 1st 6 weeks grade, 2nd 6 weeks grade and 3rd 6 weeks progress report grade. Spring semester average is calculated based on 4th 6 weeks grade, 5th 6 weeks grade and 6th 6 weeks progress report grade.

Please note: Students may not exempt a STAAR tested class during the Fall semester or exempt any content area exam for which the student did not pass the STAAR.

It is important to note:

1. Students must have a parent signature on the exemption form.
2. The form must be received by the High School office on or before the date the form is due in order to be eligible for any exemptions.

Students who become ineligible for exemptions due to attendance or discipline after the deadline, but prior to exams, will be required to take the appropriate exam(s).

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Conduct Grades

Conduct shall not directly affect grades. In other words, points shall not be deducted for misbehavior. Conduct should be reflected within the conduct mark. Points are not deducted for tardies or unexcused absences.

Grade Calculation

In determining the six weeks' grade for students, a teacher will consider major and daily assignments. Major grades reflect an extended period of effort, time and/or learning of content. Major/daily assignments include:

Daily

Homework
Daily work
Quizzes
Labs
Presentations
Exam DOL/Mountain Math
Performance Folder Checks
Participation Incentives
Journals
Reading Logs
Practice Logs

Major

Tests (Unit Assessments)
Projects (ex. Science Fair)
Presentations
Research
End of Course

Grades for Six Weeks

Regular and Basic Courses - Daily grades will count 40% -50% and major grades will count 50%-60% of the student's six weeks' grade average.

Honors Courses (AP, Honors) – Daily grades will count 30% - 70% and major grades will count 30% - 70% of the student's six weeks' grade average.

Teachers will provide grading requirements to campus principals and to parents.

Semester Grades

	<u>Gr. 2-6</u>	<u>Gr. 7-12</u>
1st Six Weeks	1/3	2/7
2nd Six Weeks	1/3	2/7
3rd Six Weeks	1/3	2/7

(Divide total by 3)

Cumulative Semester Exam 1/7

For grades 7-12 (divide total by 7)

Semester grades for elementary (grades 2-6) will be derived by counting each six weeks grade average as 1/3.

Semester grades for secondary (grades 7-12) will be derived by counting each six weeks' grade as 2/7 and the semester exam as 1/7.

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Semester exams are taken on dates and times indicated on the campus Exam Schedule. No early exams are given unless extenuating circumstances are involved. The campus principal will handle this on a case-by-case basis.

Minimum Number of Required Grades

Teachers must have a minimum recording of assignments. Required minimum recording of grades are as follows:

La Grange Elementary School Classes

Each subject is represented by a minimum of 6 grades; one grade per full week of instruction during the six weeks; thus:

- At least 2 grades per full week of instruction given in each core content area for a minimum of 10-12 grades per six weeks
- One grade per 3 weeks given in each non-core course
- 12 grades in math
- 6 grades in science
- 12 grades in English Language Arts/Reading
- 6 grades in social studies
- Pre-K, K, and 1st are given skill-based report cards.

La Grange Middle and High School - Grades 7 - 12 Classes

- At least 2 grades per full week of instruction given in each core content area for a minimum of 10-12 grades per six weeks in content. One grade per week given in each non-core course (i.e., fine arts, band, Ag. Mechanics, etc.).
- Grades must come from both major and daily assignments during the six weeks. At least two assignments must be major grades. All academic grades are “numerical” at this level.

Grade Posting

- Teachers will post grades on a weekly basis.
- Teachers may give students an incomplete grade “I”. An “I” is a temporary grade which may be given at the instructor’s discretion due to student illness, necessary absence, or other reason(s) beyond control of the student. Incomplete work must be made up before the conclusion of the subsequent grading period. It is the teacher’s responsibility to update incomplete grades and post updates immediately upon completion.

Guidelines for Major Unit Assessments

LGISD will assess at the end of each unit of instruction using unit assessments. Unit assessments may be cumulative at the teacher’s discretion. Cumulative assessment is intended to increase student retention, thereby, improving student performance and learning.

1. Students will be assessed at the end of each major unit of the curriculum. Each six weeks’ grading period will contain a minimum of two major assessments. No single assessment may weigh more than 25% of the six weeks’ grade. For example, three

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major assessments would have to be given rather than two when major assessment counts 60% of the six week grade.

2. Teachers are encouraged to utilize essay questions when appropriate on all exams.
3. Documentation of the Texas Essential Knowledge Skills and English Language Proficiency Standards (ELPS) must occur on either the unit assessments or on teacher lesson plans.
4. Principals may establish/designate a schedule for teachers giving unit assessments the last week of the six weeks so that multiple assessing will be limited on a daily basis and instruction will continue for those not assessing.

Guidelines for Semester Exams

Cumulative semester exams will be administered at the end of each semester in grades 9-12.

1. At the end of each semester, in grades 9-12, an exam will be administered that includes objectives from all units taught during that semester. If a unit is completed during the last week of the semester, the semester exam will include both unit and semester exams with two grades given. One grade for the semester exam and one grade for a limited number of questions on the current unit. At least 50% of the semester exam will assess objectives from previous unit assessments. The semester exam will count 1/7 of the semester grade.
2. All semester exams will be scheduled for a 90 minute time block for all classes, grades 9- 12.
3. A copy of the semester exam will be turned into the campus principal one week prior to the exam date.

Long-Term/Major Assignments

A student who is present when an assignment is given and who is either present or absent when the assignment is due, must ensure the assignment is turned in on the original assigned due date unless arrangements are made with the teacher. Students assigned to ISS and/or AEP may be given alternative assignments as appropriate.

Honor Rolls

High School Honor Rolls

Students will be listed on honor rolls depending upon their Grade Point Average (GPA) as follows:

Distinction Roll	4.0 GPA
Honor Roll	3.5 - 3.9 GPA
Principal's Roll	3.0 - 3.4 GPA

<u>Grade</u>	<u>Grade Points</u>
100-90	4
89-80	3
79-70	2

A grade below 70 in any course places a student ineligible for any of the honor rolls. All grades will be assigned a corresponding grade point rank and then averaged to determine the student's

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GPA, for each six weeks. Accelerated and honors courses will receive a weight in order for the student's course load to reflect appropriate challenge of courses. (Athletics, P.E. and Band grades will not be averaged.) If a student qualifies, the student will then be assigned to the appropriate honor roll.

Honor rolls will be announced as soon as possible after the close of each six weeks. To be considered for the honor roll, all work must be completed by the Monday following the close of the six weeks period.

Students and parents should contact the counselor for further information concerning the application process, deadlines and automatic admissions. [For further information, see policies at EIC.]

Middle School Honor Rolls

Distinguished Honor Roll - A student must have A's (90 or above) in all subjects. A/B Honor Roll - A student must have a combination of A's and B's (80's and 90's or above) in all subjects. If a student qualifies, the student will be assigned to the appropriate honor roll. A student must have all grades completed by the Monday before report cards are issued in order to be placed on the honor roll. The honor rolls will be announced as soon as possible after the close of each six weeks.

La Grange Elementary School Honor Rolls

Distinguished – A student must have A's (90 or above) in all subjects.

A/B-Honor Roll – A student must have a combination of A's and B's (80's and 90's or above) in all subjects.

If a student qualifies, the student will be assigned to the appropriate honor roll. A student must have all grades completed by the Monday before report cards are issued in order to be placed on the honor roll. The honor rolls will be announced as soon as possible after the close of each six weeks.

Interventions

LGISD uses the three tiered-model approach for Response to Intervention (RtI) with academic and behavior systems. Using a collaborative approach, staff members provide students with individual intervention plans based on student academic and behavioral needs. Plans are differentiated to meet the needs of diverse learners and are dependent on progress monitoring. Tier I is mostly core instruction with both instruction and assessment being differentiated.

Differentiated instruction is key at this level. Approximately 80-90% of the students are in this tier. Tier II contains 10-20% of students who do not show adequate progress. Additional instruction and time is provided in small group settings in addition to continuing the Tier I core instruction. In Tier III, intense response is provided to 1-5% of the students who are not achieving adequate progress. Both Tier I and II interventions continue in Tier III. (See the campus' Procedural Guidelines for a detailed description of the specific RtI process and programs.) (See La Grange ISD RtI Handbook)

Transfer Students

Transfer students must maintain acceptable behavior and academic progress to continue yearly enrollment status. See Board Policy FDA (LOCAL) and District Transfer Guidelines.

[See Report Cards/Progress Reports and Conferences on page 101 for additional information on grading guidelines. See Graduation below, Course Credit on page 47, and Standardized Testing on page 116 for additional information regarding EOC assessments.]

Graduation (Secondary Grade Levels Only)

Early Graduates

To be eligible to graduate in three years, the student shall complete all course work and exit-level testing required of the ninth grade class in which he or she begins high school.

Students wishing to graduate early shall complete a written notification in the counselor's office at least one year prior to the end of the semester of the year to be graduated. Three-year graduates shall not be eligible for the honors positions of valedictorian or salutatorian, but shall be eligible for top ten percent honors. [See EIC (LOCAL)]

For students graduating under the Texas First Diploma plan, all state requirements must be met and the campus must be notified at least 6 weeks prior to graduation of the student's request to graduate. Forms must be completed via Texas Oncourse. The student will be ranked with the student's original cohort and can qualify for Honor Graduate recognition with the student's original cohort. The student is not eligible for valedictorian/Salutatorian.

Honor Graduates/Top Ten Percent

All eligible students whose weighted grade point averages comprise the top ten percent of the graduating class as determined by the District's procedure to qualify for automatic admission under Education Code 51.803 shall be recognized as honor graduates. No more than 10% shall be recognized as an honor graduate. [See EIC (LEGAL)]

Requirements for a Diploma

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

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

Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on EOC assessments in:

- English I

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- English II
- Algebra I
- Biology
- US. 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 117.]

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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; and
- Multidisciplinary Studies.

Endorsements earned by a student will be noted on the student's transcript.

A student can complete the foundation graduation program with a "distinguished level of achievement," which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits.

A **Personal Graduation Plan** will be completed for each high school student, as described on page 78.

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

A student graduating under the foundation graduation program can also earn performance acknowledgments on his or her transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy, in a dual credit course, on an AP or IB

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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	4	4
Science	3	4
Social Studies	3	3
Physical Education	1	1
Languages other than English	2	2
Fine Arts	1	1
Locally required courses	.5 credit in speech	.5 credit in speech
Miscellaneous		Endorsements
Electives	7.5	6.5
Total	26 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

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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.
 - 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 will specify which endorsement he or she wishes to pursue.

- Science, Technology, Engineering and Mathematics
- Business and Industry
- Public Services
- Arts and Humanities
- Multidisciplinary Studies

FAFSA or TASFA

Before graduating from high school, each student must complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA).

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

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

Counselors will hold FAFSA/TASFA application sessions during the Fall semester (Advisory time) to assist senior students. Counselors will also offer a minimum of 2 FAFSA application help sessions for parent opportunities.

Proof of FAFSA applications are documented through ApplyTexas Counselor Suite (ESC 13 grants annual permissions).

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LGHS Counselors will monitor ApplyTexas Counselor Suite for completion of FAFSA and document TASFA applications using a Campus-Monitored Google Form

The district will confirm that a student has completed and submitted a FAFSA in accordance with TEA guidance.

Please contact the school counselor for more information.

Personal Graduation Plans

A personal graduation plan will be developed for each high school student.

The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement. Attainment of the distinguished level of achievement entitles a student to be considered for automatic admission to a public four-year college or university in Texas, depending on his or her rank in class.

The school will review personal graduation plan options with each student entering grade 9 and with his or her parents through the annual online registration process on the parent portal. Before the end of grade 9, a student and his or her parent will be required to sign off on a personal graduation plan that promotes college and workforce readiness, promotes career placement and advancement, and facilitates the transition from secondary to postsecondary education.

The student's personal graduation plan will outline an appropriate course sequence based on the student's choice of endorsement.

Please review [TEA's Graduation Toolkit](#).

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.

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.

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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.]

Graduation Activities

Students who have met coursework requirements for graduation but have not yet demonstrated satisfactory performance on end-of-course assessments will be allowed to participate in graduation exercises by walking and sitting with their class during the opening graduation ceremonies. Students will not walk across the stage at the ceremony, but must remain in their seat as diplomas are awarded.

Students who are eligible to graduate but are assigned to a disciplinary alternative education program at the end of the school year will be allowed to participate in the graduation ceremony.

La Grange High School graduates will be allowed to wear La Grange High National Honor Society stoles as well as military stoles. Chords worn during graduation must be approved by administration.

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

- The top 10% of the graduation class. No more than the top 10% will be recognized.

Graduation Speakers

Graduating students will be given an opportunity to provide opening and closing remarks during the graduation ceremony. Only those students who are part of the top 25% of graduating class (FNA (LOCAL)) will be eligible to give these remarks; however, if the student was assigned to disciplinary placement at any time during the spring semester, he or she will not be eligible to speak at graduation. The valedictorian and salutatorian will automatically be allowed to give their remarks as long as they meet the speaking requirements listed above.

Students eligible to give the opening and closing remarks will be notified by the principal and given an opportunity to volunteer. In the event there are more eligible students volunteering than there are speaking roles at the graduation ceremony, the names of all eligible students who volunteered shall be randomly drawn. The student whose name is drawn first will give the opening remarks and the student whose name is drawn second will give the closing remarks. In addition to the opening and closing remarks, the members of senior class eligible for graduation in top 25% of class may also have speaking roles at the graduation ceremony.

[See the Student Code of Conduct and policy FNA (LOCAL) for more information.]

[See **Student Speakers** on page 120 for student speakers at other school events.]

Graduation Expenses

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 67.]

Scholarships and Grants

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

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

Transcripts

Seniors will receive an official copy of their transcript at the end of each semester during their senior year. Students may make duplicates at their own expense. Any inappropriate actions and/or failure to follow directions of school personnel before, during or after the graduation exercise will be noted on the student's transcript.

Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 48.]

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.

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[See **Bullying** on page 31 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 diarrhea/vomiting illnesses must stay home until they are diarrhea/vomiting-free without use of diarrhea/vomiting-suppressing medications for 24 hours.

A parent should contact the school nurse if a student has been diagnosed with Influenza and/or 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 Department of State Health Services (DSHS) or our local/regional health authority. The school nurse can provide information from DSHS on these notifiable conditions.

The school nurse is available to answer any questions for parents who are concerned about whether or not their child should stay home.

Immunization (All Grade Levels)

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized.

For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. This form may be obtained online at [Affidavit Request for Exemption from Immunization](#) or by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347. The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are:

- Diphtheria, tetanus, and pertussis
- Polio
- Measles, mumps, and rubella
- Hepatitis B
- Varicella (chicken pox)
- Meningococcal

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- Hepatitis A

The school nurse can provide information on immunization requirements. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. registered and licensed physician stating that, in the doctor's opinion, the immunization required is medically contraindicated or poses a significant risk to the health and well-being of the student or a member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a lifelong condition.

As noted at **Bacterial Meningitis** on page 86, entering college students must also, with limited exception, furnish evidence of having received a bacterial meningitis vaccination within the five years prior to enrolling in and attending classes at an institution of higher education. A student wanting to enroll in a dual credit course taken off campus may be subject to this or other vaccination requirements.

[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.

The district does not require or recommend that students be removed from school because of lice or nits.

If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to discuss a 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 lice from returning.

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

More information on head lice can be obtained from the DSHS website [Managing Head Lice in School Settings and at Home](#).

[See policy FFAA for more information.]

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 or her parent 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 87.

Unassigned Opioid Antagonists

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized and trained [school personnel and/or school volunteers] at each campus to administer an opioid antagonist, such as Narcan or Naloxone, to an individual who is reasonably believed to be experiencing an opioid-related drug overdose. One or more authorized and trained individuals will be present on each campus subject to this policy during regular school hours

Steroids (Secondary Grade Levels Only)

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

Mental Health Support (All Grade Levels)

The district has implemented programs to address the following mental health, behavioral health, and substance abuse concerns:

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- 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; and
- 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 district's mental health liaison for further information.

Teachers and other district employees may discuss a student's academic progress or behavior with the student's parents or another employee as appropriate; however, they are not permitted to recommend use of psychotropic drugs. A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication that is intended to alter perception, emotion, mood, or behavior.

A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. [See policy FFEB for more information.]

For related information, see:

- **Consent to Conduct a Psychological Evaluation** on page 8 and **Consent to Provide a Mental Health Care Service** on page 9 for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information;
- **Counseling** on page 45 for the district's comprehensive school counseling program;
- **Physical and Mental Health Resources** on page 91 for campus and community mental and physical health resources; and
- **Policies and Procedures that Promote Student Physical and Mental Health** on page 91 for board-adopted policies and administrative procedures that promote student health.

Physical Activity Requirements

Elementary School

The district will ensure that students in full-day prekindergarten–grade 6 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, 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.

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Temporary Restriction from Participation in Physical Education

Students are required to bring a medical excuse, signed by a physician, if they must abstain from physical activity more than three days. A parent/guardian must send a written excuse from physical education to the PE teacher for three or less consecutive days.

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.

Physical Health Screenings/Examinations

Athletics Participation (Secondary Grade Levels Only)

For certain extracurricular activities, a student must submit certification from an authorized health-care provider. The certification must state that the student has been examined and is physically able to participate in the relevant program, including:

- A district athletics program.
- District marching band.
- Any district extracurricular program identified by the superintendent.

This examination is required each year of competition grades 7-12, and the first and third years of high school competition.

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.

Spinal Screening Program

School-based spinal screening helps identify adolescents with abnormal spinal curvature at an early stage, when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities. Spinal screening is non-invasive and conducted in accordance with the most recent, nationally accepted and peer-reviewed standards.

All students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature before the end of the school year. As appropriate, students will be referred for follow-up with their physician.

For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, contact the superintendent or see policy FFAA (LEGAL).

Other Examinations and Screenings (All Grade Levels)

[See policy FFAA for more information.]

Special Health Concerns (All Grade Levels)

Bacterial Meningitis (All Grade Levels)

State law requires the district to provide information about bacterial meningitis:

• What is meningitis?

Meningitis is an inflammation of the covering of the brain and spinal cord. It can be caused by viruses, parasites, fungi, and bacteria. Viral meningitis is common and most people recover fully. Parasitic and fungal meningitis are very rare. Bacterial meningitis is very serious and may involve complicated medical, surgical, pharmaceutical, and life support management.

• What are the symptoms?

Someone with meningitis will become very ill. The illness may develop over one or two days, but it can also rapidly progress in a matter of hours. Not everyone with meningitis will have the same symptoms.

Children (over 2 years old) and adults with bacterial meningitis commonly have a severe headache, high fever, and neck stiffness. Other symptoms might include nausea, vomiting, discomfort looking into bright lights, confusion, and sleepiness. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body.

The diagnosis of bacterial meningitis is based on a combination of symptoms and laboratory results.

• How serious is bacterial meningitis?

If it is diagnosed early and treated promptly, the majority of people make a complete recovery. In some cases, it can be fatal or a person may be left with a permanent disability.

• How is bacterial meningitis spread?

Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. They are spread when people exchange respiratory or throat secretions (such as by kissing, coughing, or sneezing). The germ does not cause meningitis in most people. Instead, most people become carriers of the germ for days, weeks, or even months. The bacteria rarely overcome the body's immune system and cause meningitis or another serious illness.

• How can bacterial meningitis be prevented?

Maintaining healthy habits, like getting plenty of rest, can help prevent infection. Using good health practices such as covering your mouth and nose when coughing and sneezing and washing your hands frequently with soap and water can also help stop the spread of the bacteria. It's a good idea not to share food, drinks, utensils, toothbrushes, or cigarettes.

Limit the number of persons you kiss.

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There are vaccines available to offer protection from some of the bacteria that can cause bacterial meningitis. *The vaccines are safe and effective (85–90 percent). They can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within seven to ten days after the vaccine is given and lasts for up to five years.

• **What should you do if you think you or a friend might have bacterial meningitis?**

You should seek prompt medical attention.

• **Where can you get more information?**

Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Department of State Health Services office to ask about a meningococcal vaccine. Additional information may also be found at the websites for the Centers for Disease Control and Prevention and the Department of State Health Services.

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

[See **Immunization** on page 81.]

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 inhalation, ingestion, or skin contact with the particular food. Notify the district nurse and submit the information into the online registration Health form in the Parent Portal. 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](#).

When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, an individual care plan will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed at the Child Nutrition Office.

[See **Celebrations** on page 33 and policy FFAF for more information.]

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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.]

Medicine at School

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

Only authorized employees, in accordance with policy FFAC, may administer:

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

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

- In accordance with the guidelines developed with the district's medical advisor; and
- When the parent has previously provided written consent to emergency treatment on the district's form.

Procedures: The LGISD Board of Trustees has adopted the following procedures for administering medications in school:

Any pupil who must take medication during school hours must comply with the following administrative procedures:

- All medications must be furnished by the parent.
- All medication must be taken to the clinic and locked in a safe place.
- Prescription medications must be taken to the Clinic by a parent/guardian. Do not send prescription medications with your child.
- All medicine, prescription and non-prescription, to be administered at school must be accompanied by a written request signed and dated by the parent or legal guardian. The request must be renewed annually. The student, if over the age of 18, may give permission to use medication under these guidelines.
- All prescription medication must be accompanied by a physician's signed order. Prescription medication will not be administered without a physician's order, which has

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to be submitted by the first day of administration. A physician's order must be renewed annually.

All prescription medication must be in the original pharmacy container and labeled by the pharmacist. The label must include:

- Name of student
- Name of physician
- Name of medication
- Amount of medication to be given
- Frequency of administration
- Date prescription filled

Sample prescription medications must be accompanied by a physician's orders or be labelled by the physician with the above information.

Controlled substance medications, such as narcotics, medications for attention deficit/hyperactivity, and those used in treating emotional disorders must be counted and documented prior to bringing to school. The Clinic staff will recount the medication upon receipt.

All non-prescription medications must be in the original container. The written request must contain the following information:

- Name of student
- Name of medication
- Amount of medication to be given
- When medication is to be given
- Reason medication is to be given
- Date
- Signature of parent or guardian
- There shall be no more than one (1) medication per properly labelled container.
- Non-prescription medication to be administered daily for more than fifteen (15) consecutive days must have a physician's signed order.
- If medication given by injection is provided for diabetes or any acute reaction, such as asthma, insect bites/stings, etc., it must be accompanied by a physician's written authorization, as well as the parent's written request. These authorizations must be renewed annually. Regular allergy injections will not be given at school.
- Feedings to be administered by a G-tube during the school hours must have a written authorization by the student's parent and physician or other licensed health care provider. Both parents and physician authorizations must be renewed annually.

Sunscreen

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

For students at the elementary level, the student's teacher or other district personnel will apply sunscreen to a student's exposed skin if the student brings the sunscreen to school and

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requests assistance with the application of the sunscreen. Nothing prohibits a student at this level from applying his or her own sunscreen if the student is capable of doing so.

For students at the secondary level, a student may possess and apply sunscreen when necessary. If the student will need assistance with this application, please address the need for assistance with the school nurse.

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

Asthma Medication (Inhaler) or Anaphylaxis Medication, Guidelines for Self-Administration (Revised February, 2007)

A student with asthma or severe allergic reaction (anaphylaxis) may be permitted to possess and use prescribed asthma or anaphylaxis medication at school or school related events with parent authorization and only if the prescription asthma medication (inhaler) or anaphylaxis medication has been prescribed for the student as indicated by the prescription label on the medication. The following guidelines must be followed:

- The self-administration is done in compliance with the prescription or written instructions from the student's physician or other licensed health care provider. The student must demonstrate to the school nurse or health care provider the skill level necessary to self-administer the medication.
- A parent of the student provides the school with a written authorization, signed by the parent, for the student to self-administer prescription asthma medication. This must be renewed annually.
- A parent of the student provides the school with a written authorization from the student's physician or other health care provider, signed by the physician or provider stating:
 - * The student has asthma or a life-threatening allergic reaction and is capable of self-medication;
 - * The name and purpose of the medication;
 - * The prescribed dosage for the medication;
 - * The time at which or circumstances under which the medication may be administered;
 - * The period of time for which the medication is prescribed

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

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to recommend use of psychotropic drugs. A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. [For further information, see policy FFAC.]

Other Health Related Matters

Asbestos Management Plan (All Grade Levels)

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's Asbestos Management Plan is available in the superintendent's office. If you have any questions or would like to examine the district's plan in more detail, please contact Sharon Muzny, the district's designated asbestos coordinator, at 979- 968-7000.

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 may contact the following campus and community resources:

- The district nurse: Kari Willrich – La Grange Elementary School – 979-968-4100
- The school counselors at any of the three campuses.

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 www.lgisd.net.

- Food and nutrition management: CO, COA, COB
- Wellness and Health Services: FFA
- Physical Examinations: FFAA
- Immunizations: FFAB
- Medical Treatment: FFAC
- Communicable Diseases: FFAD
- School-Based Health Centers: FFAE
- Care Plans: FFAF

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- Crisis Intervention: FFB
- Trauma-informed Care: FFBA
- Student Support Services: FFC
- Student Safety: FFF
- Child Abuse and Neglect: FFG
- Freedom from Discrimination, Harassment, and Retaliation: 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.

For further information regarding these procedures and access to the District Improvement Plan, please contact: Stacy Eilers, Assistant Superintendent, at 979-968-7000.

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

During the preceding school year, the district's School Health Advisory Council (SHAC) held 2 meetings. Additional information regarding the district's SHAC is available from the Assistant Superintendent.

Notification of upcoming SHAC meetings will be posted at each campus administrative office at least 72 hours before the meeting. Notification of upcoming SHAC meetings, meeting minutes, and a recording of each meeting will be posted on the district website at www.lgisd.net.

[See **Consent to Human Sexuality Instruction** on **page 8** and policies BDF and EHAA. for more information.]

School Resource Officer

The duties performed by the SROs include, but are not limited to, the following:

- a. Enforcing the law.
- b. Addressing, eliminating, and reducing crime.
- c. Being a visible presence during the school day.
- d. Maintaining the peace and/or addressing a breach of the peace as needed.
- e. Engaging in all law enforcement activities arising from the enforcement of criminal laws, including, but not limited to, guarding and protecting the safety of students and staff, providing campus security, assisting with traffic control around campuses, responding to calls for assistance, preventative patrols, making arrests, intervening in, detecting and investigating alleged crimes, transporting arrested persons, completing follow-up activities, filing of affidavits and complaints and participating in legal proceedings resulting from the law enforcement services on District premises as provided in accordance with this Agreement.
- f. Accompanying outside service providers during random canine searches conducted on LGISD assigned property.
- g. Reporting to assigned lunchroom duties, hall monitoring, bus duties, parking lot monitoring or any other duties assigned by LGISD that do not interfere with the SRO's immediate law enforcement duties, in his or her judgment.
- h. Assisting LGISD with its Emergency Operation Plan.
- i. Assisting with school safety projects, scheduling and participating in emergency drills, emergency response, plans designed to prevent criminal activity and after action reviews within LGISD, including participation on the Safety and Security Committee and Behavior Threat Assessment Team (one assigned SRO as per LGISD), preparation of threat assessment plans

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and documentation of incidents on LGISD's threat assessment software.

- j. SROs agree to comply with all restraint documentation requirements applicable to students with disabilities. The District will provide access to Behavior Intervention Plans ("BIP") and Behavior Management Strategies ("BMP"), as defined in Exhibit A, for students with disabilities at each campus served by an SRO. SROs shall direct all questions regarding restraints, documentation, or the implementation of a BIP or BMP for students with disabilities will be made to the LGISD Special Education Director.
- k. Maintaining the confidentiality of student records as required by the Family Educational Rights and Privacy Act. The SROs shall not disclose to CITY any education records of a student which the SROs obtain by virtue of the SROs' position with the school unless such information is obtained by the SROs in the course and scope of performing their law enforcement duties in accordance with this Agreement. The SROs shall not provide student education records to other law enforcement agencies or other agencies or parties informally for external investigations or any other reasons.
- l. Preparing reports and documentation, including on LGISD's threat assessment software, related to events occurring within the geographic boundaries of LGISD, to the extent such information is required by law or LGISD policy or CITY procedures.
- m. Assisting in removing or limiting access to unauthorized persons from LGISD property to maintain safety or order.
- n. Investigating and coordinating criminal investigative matters between CITY and LGISD including serving as a liaison between both parties.
- o. Serving as a resource person to teach, lead discussions, or offer information on topics on which the SRO has special competence due to law enforcement training.

Student Wellness Policy/Wellness Plan (All Grade Levels)

To encourage healthy habits in our students, the district has developed a board-adopted wellness policy at FFA (LOCAL) and corresponding plans and procedures to implement it. For questions about the content or implementation of the district's wellness policy and plan, please contact: Stacy Eilers, Assistant Superintendent, at 979-968-7000.

Homework (All Grade Levels)

Homework will enable the extension of the learning to occur outside the classroom environment. Research has shown that homework has substantial positive effects on the achievement of students and a definite impact on the retention and understanding of the material it covers. In order to extend learning time, a homework policy in each academic discipline area and campus has been established. This policy will be communicated to students and parents at the start of each school semester and/or year.

La Grange Elementary School

Grades PK-6

Each grade level will send parents a copy of the homework policy during the first week of school. The homework policy will be approved by the campus principal.

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Middle School

At the beginning of the year, each teacher will inform students and parents of homework and grading expectations in their syllabus.

High School

The following guidelines will be common to all academic disciplines:

- All students are expected to do their homework. Consistently not meeting this expectation may result in failure of the course.
- All students will be informed as to when their homework assignments will be due.
- Homework will always be checked for completion and/or grade.
- Homework will not be assigned over extended school holidays. (Thanksgiving, Christmas, Spring Break)

Homework time and frequency requirements will vary with each academic discipline and student.

Homework does not include long term assignments such as research papers, projects, etc. This homework time frame does not apply to Advanced Placement/Honors classes. Students enrolled in college level or accelerated classes should expect additional time needed to complete homework assignments.

Law Enforcement Agencies (All Grade Levels)

Questioning of Students

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal will cooperate fully regarding the conditions of the interview, including without parental consent, if necessary, if it is part of a child abuse investigation. In other circumstances, the principal will:

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

Students Taken into Custody

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

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a law enforcement officer to obtain fingerprints or photographs for comparison in an investigation.
- By a law enforcement officer to obtain fingerprints or photographs to establish a student's identity where the child may have engaged in conduct indicating a need for supervision, such as running away.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- By an authorized representative of Child Protective Services (CPS), Texas Department of Family and Protective Services (DFPS), a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.
- To comply with a properly issued directive from a juvenile court to take a student into custody.

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

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

Notification of Law Violations

The district is required by state law to notify:

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- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors that occur in school, on school property, or at a school-sponsored or school-related activity on or off school property. These personnel will also be notified if the principal has reasonable grounds to believe the student has engaged in certain conduct.
- All appropriate district personnel regarding a student who is required to register as a sex offender.

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

Leaving Campus

Remember that student attendance is crucial. Absent 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.

Elementary and Middle School

A parent or authorized adult must come to the office and show identification to sign the student out. A campus representative will ask the student to report to the office. For safety purposes and stability of the learning environment, we cannot allow any unescorted adult to go to the classroom or other area to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.

High School

The same process applies to students in high school if a parent picks the student up from campus. If the student's parent authorizes the student to leave campus unaccompanied, 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. 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.

All Campuses

If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school.

Unless the parent directs district personnel to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures listed above. If a student is permitted by his or her parent to leave campus unaccompanied, the nurse will document the time of day the student was released. Under no circumstances will a student in elementary or middle school be released unaccompanied.

If a student is 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.

During Lunch

Juniors and seniors can leave campus for 30 minutes during their lunch period. Students returning late to campus will receive an unexcused tardy. Eligible juniors and seniors that meet attendance, discipline and academic standards listed below, may leave campus for one hour during their scheduled lunch period.

Academic Criteria - Must be eligible (70 in all classes), must not be enrolled in credit recovery and must have passed all EOC's, and CCMR status will be evaluated for qualification.

Attendance Criteria - No more than 5 absences a semester, per class allowed(excused, unexcused, medical).Includes whole and part day medical absences. School related absences, college visits, and court appearances will not count towards absences.

Discipline Criteria - No more than one assigned ISS (3 days or less). No OSS suspensions. No AEP.

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.

LIMITED ENGLISH PROFICIENT STUDENTS (All Grade Levels)

A student with limited English proficiency (LEP), sometimes referred to as an Emergent Bilingual (EB) in certain state statutes and state rules, is entitled to receive specialized services from the district. To determine whether the student qualifies for services, a Language Proficiency Assessment Committee (LPAC) will be formed, which will consist of both district personnel and at least one parent representative. The student's parent must consent to any services recommended by the LPAC for a LEP student. However, pending the receipt of parental consent or denial of services, an eligible student will receive the services to which the student is entitled and eligible.

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

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. In limited circumstances, a student's LPAC may utilize the English I provision for the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to LEP students who qualify for services; including students who are Parent Denial.

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

Lost and Found (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)

See campus grading guidelines.

DAEP Makeup Work

Elementary and Middle/Junior High School Grade Levels

Students assigned to DAEP will have the opportunity to make up work missed while assigned to DAEP

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

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distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FO (LEGAL) for more information.]

Nondiscrimination Statement (All Grade Levels)

In its efforts to promote nondiscrimination and as required by law, the district does not discriminate on the basis of race, religion, color, national origin, gender, sex, age, disability, or any other basis prohibited by law in providing education services, activities, and programs, including Career and Technical Education (CTE) programs.

In accordance with Title IX, the district does not and is required not to discriminate on the basis of sex in its educational programs or activities. The requirement not to discriminate extends employment. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator (see below), to the Assistant Secretary for Civil Rights of the Department of Education, or both.

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

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: Andy McHazlett, Superintendent, 560 North Monroe, La Grange, Texas, 979-968-7000; Andy.McHazlett@lgisd.net.

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

The following district representatives have been designated to address concerns or inquiries about other kinds of discrimination:

- For concerns regarding discrimination on the basis of disability, see the ADA/Section 504 Coordinator: Stacy Eilers, Assistant Superintendent, 560 North Monroe, La Grange, Texas, 979-968-7000, Stacy.Eilers@lgisd.net.
- For all other concerns regarding discrimination, see the superintendent, Andy.McHazlett, 560 North Monroe, La Grange, Texas, 979-968-7000, Andy.Mchazlett@lgisd.net.

[See policies FB, FFH, and GKD for more information.]

Parent and Family Engagement (All Grade Levels)

Working Together

Experience and research tell us that a child succeeds in education with good communication and a strong partnership between home and school. A parent's involvement and engagement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child every day to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.

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- Becoming familiar with all your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling** on page 46.]
- 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 at 979-968-4800 High School; 979-968-4747 Middle School; 979-968-4100 La Grange Elementary; for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences** on page 101.]
- Becoming a school volunteer. [See **Volunteers** on page 127 and policy GKG for more information.]
- Participating in campus parent organizations. Parent organizations include: PTO, Athletic Booster Club and the Band Booster Club. Contact the Administration Office at 979-968-7000 for information.
- Serving as a parent representative on the district-level or campus-level planning committees that develop educational goals and plans to improve student achievement. For more information, see policies BQA and BQB and contact:
- Serving on the School Health Advisory Council (SHAC) and assisting the district in aligning local community values with health education instruction and other wellness issues. [See **School Health Advisory Council (SHAC)** on page 89 and policies BDF, EHAA, FFA for more information.]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. Regular board meetings are held on the third Monday of each month at 6:30 p. m. at the Administration Office at 560 North Monroe, La Grange, Texas. . An agenda for a regular or special meeting is posted no later than 72 hours before each meeting at 560 North Monroe and online at www.lgisd.net. [See policies BE and BED for more information.]

Parking and Parking Permits (Secondary Grade Levels Only)

A student must present a valid driver's license and proof of insurance to be eligible for a parking permit.

Students must request a parking permit to park in a school parking lot. So long as space is available, parking permits may be issued throughout the year.

Students will not be permitted to:

- Speed.

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- Double-park.
- Park across a white or yellow line.
- Park in a fire lane.
- Sit in parked cars loitering on school grounds

Students may be subject to disciplinary action for violation of these rules. The district may tow cars that are parked in violation of these rules.

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 proficiency. In making promotion decisions, the district will consider:

- Teacher recommendation,
- Grades,
- Scores on criterion-referenced or state-mandated assessments, and
- Any other necessary academic information as determined by the district.

Prekindergarten or Kindergarten—Grade 3

A parent may request in writing that a student repeat prekindergarten, kindergarten, or grade 1, 2, or 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/Junior High Grade Levels

In grades Pre-K through 2nd, promotion is based on mastery of identified skills for each grade level.

In grades 3-8, promotion to the next grade level shall be based on an overall overage of 70 on a scale of 100 based on course-level, grade level standards (essential knowledge and skills) for

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all subject areas and a grade of 70 or above in language arts, reading, and mathematics. (See EIE)

If a student in grade 5 or 8 is enrolled in a high-school credit course with a corresponding end-of-course (EOC) assessment, the student will not be subject to the promotion requirements described above for the relevant grade 5 or 8 assessment. The student will instead take the corresponding EOC assessment.

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

High School Grade Levels

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

A student in grades 9–12 will be advanced a grade level based on the number of course credits earned. [See **Grade-Level Classification** on page 68.]

Students will also have multiple opportunities to retake EOC assessments. [See **Graduation** on page 74 and **Standardized Testing** on page 116.]

Release of Students from School

[See **Leaving Campus** on page 95.]

Remote Instruction

The district may offer remote instruction in accordance with TEA guidelines.

All district policies, procedures, guidelines, rules, and other expectations of student behavior will be enforced as applicable in a remote or virtual learning environment.

Report Cards/Progress Reports and Conferences (All Grade Levels)

Report cards with each student's performance and absences in each class or subject are issued at least once every 6 weeks.

At the end of the first three weeks of a grading period, parents will receive a progress report if their child's performance is near or below 70 or is below the expected level of performance. If a

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student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be asked to schedule a conference with the teacher. [See **Working Together** on page 98 for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the principal pursuant to the board-adopted policy. Grading guidelines are designed to reflect each student's relative mastery of each assignment. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. [See **Grading Guidelines** on page 68 and policy EIA (LOCAL) for more information.]

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

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

Report cards and unsatisfactory progress reports must be signed by the parent and returned to the school within 3 days. The district may communicate academic information about a student electronically, including for progress reporting purposes. An electronic signature will be accepted by the district, but parents are entitled to request a handwritten signature of acknowledgment instead.

Retaliation

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 48.]

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 make anonymous reports about safety concerns by using the app Anonymous Alerts.
- 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.

Parents can assist by keeping emergency care information up to date (name of doctor, emergency phone numbers, allergies to medications, etc.). Please contact the school nurse to update any information. Having current information will be of critical importance should an accident or injury occur that requires medical attention.

The District is not responsible for medical costs associated with a student's injury. However; the District does make available an optional, low-cost student accident insurance program to assist

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parents with meeting medical expenses. Please see the policy in the superintendent's office for details of coverage and exclusions.

All students who walk to school from north of Highway 71 shall use the walkway under Jackson Street. These students shall also leave by means of the walkway in the afternoon. Students walking and riding bicycles shall use cross walks when arriving or departing from the school campus. WHEN ARRIVING AT OR LEAVING SCHOOL, STUDENTS ARE NOT TO CROSS HIGHWAY 71 AT THE VAIL STREET CROSSING OR ANYWHERE IN BETWEEN JACKSON AND VAIL.

Other Expectations for Safety

La Grange Elementary School prohibits riding skateboards, roller blades/skates and other wheeled vehicles on campus. This regulation is for the safety of the students. Use of the tennis courts at the High School campus for activities other than tennis is prohibited.

Accident Insurance

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

Insurance for Career and Technical Education (CTE) Programs

The district may purchase accident, liability, or automobile insurance coverage for students and businesses involved in the district's CTE programs.

Backpacks

Backpack guidelines are established to ensure a safe school environment, instill discipline, prevent disruption, to teach respect for authority and prepare students for the world of work.

1. Backpacks must be clear/transparent or made of a mesh see-through material. Backpacks, bags or purses that exhibit obscene gestures or graphics, profanity or vulgar language, symbols signifying gang affiliations and disruptive symbols are not permitted at school or school related activities. Handwritten lettering on backpacks should be limited to directory information (name, address, phone number).
2. School officials may search backpacks with reasonable suspicion and/or probable cause.
3. Backpacks are subject to search by contraband canines.

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 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](#).

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Emergency Medical Treatment and Information

All parents are asked each year to complete a medical care authorization form, providing written parental consent to obtain emergency treatment and information about allergies to medications or drugs. Parents should contact the school nurse to update emergency care information (name of doctor, emergency phone numbers, allergies, etc.).

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

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

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

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

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 through the parent portal when a phone number changes. State law requires parents to update contact information within two weeks after the date the information changes.

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community in the following ways: utilize KVLG/KBUK 104.9, KTIM 89.1, call parents/staff with School Messenger and post on the district Facebook account (La Grange ISD at facebook.com). In the event of inclement weather, district personnel will make a decision by 6:15 a.m. regarding school closings or late starts for the morning. Do not call directly to the radio stations for information about bad weather days.

[See **Automated Emergency Communications** on page 41.]

Schedule Changes (Middle/and High School Grade Levels)

Selection of courses should be considered very carefully between the student and the parent/guardian. The following guidelines will be used in honoring schedule change requests:

1. Changes will be made in AP, and Honor's courses during the first three weeks (first 15 days) of a semester for the following reasons only:

The student:

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- does not meet prerequisites for the course;
 - already has credit in the course;
 - is placed in an inappropriate level.
2. After approval from the coach or band director, a student may withdraw from athletics or band anytime, but in each case, they will be assigned to a regular physical education class.
 3. **High School:** No schedule changes are allowed after the third week of the fall semester.
 4. **Consequences of Changes** – If a student drops from a course without Administrative approval during the first six weeks of either semester for the reasons listed above, the course will not be shown on the student's transcript. Students dropping a course after the first six weeks will receive no credit for the course. The course will count as one attempted with no credit and this course will also be calculated in the grade point average and affect class rank.

School Facilities

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

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place.

The following areas are open to students before school, beginning at 7:45 a.m.

- Classroom
- Cafeteria (7:30 for those eating breakfast at PK-6 Campus)
- Hallways (HS)

Unless the teacher or sponsor overseeing an activity gives permission, a student will not be permitted to go to another area of the building or campus. After 4:00 p.m. and prior to 7:30 a.m. on school days and any time on a non-school day, students are prohibited from any of the school grounds or buildings with the exception of the concrete PE area and the playground area near La Grange Elementary School. This prohibition includes riding skateboards, bicycles, roller blades/skates and other wheeled vehicles on campus within campus fences and walls. (This regulation is for the safety of the students.)

Use of the high school tennis courts for activities other than tennis is prohibited.

School Activities after School Hours

Students attending school activities after regular school hours shall be under the supervision of school personnel. Failure to abide by school rules or directives from school personnel may result in disciplinary action. Students shall go directly to the area of a school activity. Students are reminded to leave the school grounds and adjacent street property upon the conclusion of the activity. Students are to be in dress code when attending school activities after school hours.

Students who leave an activity will not be allowed to return without purchasing another ticket. The student athletic pass is a one time entry per game therefore the initial entry is free. The student will be required to pay for re-entry.

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Students must sit in designated student areas at school activities. **Students must sit with their parents if they choose not to sit in designated student areas.** Students will not be allowed to stand or sit in aisles or exits at school activities.

Conduct Before and After School (All Grade Levels)

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

Food or Drinks in the Classroom

No consumption of drinks and/or food is allowed in the classroom without teacher or principal approval or if preparation activities are required as part of the curriculum. Gum chewing is not allowed. The elementary and middle school permit water with a screw top lid. High school permits water in the original bottle.

Asbestos Management Plan (All Grade Levels)

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's asbestos management plan is available in the central administrative office. If you have any questions or would like to examine the district's plan in more detail, please contact the district's designated asbestos coordinator: Sharon Muzny, Director of School Operations and School Safety at 979-968-7000.

Food and Nutrition Services (All Grade Levels)

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

All students are eligible for free meals based on La Grange ISD being a Community Eligibility Provision (CEP) district. Information about a student's participation is confidential. The district may share information such as a student's name and eligibility status to help enroll eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent requests the student's information not be disclosed.

State and federal law, as well as board-adopted policies, define when, where, and by whom competitive foods, which are foods not sold as part of the regular meal program, can be served or sold on school premises during the school day. [For more information, see policies CO (LEGAL) and FFA (LOCAL).]

Students are to dispose of trash in the appropriate manner. Noise level in the cafeteria should be moderate. The students shall not order for delivery commercial/restaurant prepared food (pizza, hamburger, chicken, etc.). Parents may bring prepared food for their child only.

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Vending Machines (All Grade Levels)

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

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 Sharon Muzny, the district's IPM coordinator at 979-968-7000.

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 are subject to 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 a teacher approval.

The High School Library is open each school day from 7:45 a.m. to 4:30 p.m. The library is to be used for research, study and for pursuit of leisure reading. It contains books, fiction and non-fiction, magazines, newspapers, pamphlets, and numerous audio-visual materials.

Reference books are to be used in the library and may not leave the campus. The entire collection is organized according to the Dewey Decimal System. All other materials are arranged in chronological or alphabetical order.

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).

School-Sponsored Field Trips (All Grade Levels)

The district periodically takes students on field trips for educational purposes.

A parent must provide permission for a student to participate in a field trip.

The district may ask the parent to provide information about a student's medical provider and insurance coverage and may also ask the parent to sign a waiver allowing for emergency medical treatment in the case of a student accident or illness during the field trip.

The district may require a fee for student participation in a field trip that is not required as part of a basic educational program or course to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need. The district is not responsible for refunding fees paid directly to a third-party vendor.

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 suspicionless security procedures, including the use of metal detectors.

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

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

District Property (All Grade Levels)

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

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

Metal Detectors (All Grade Levels)

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

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 56 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)

Students in grades 9-12 are subject to mandatory drug testing if they participate in extra-curricular activities or park on campus. [For policy information see FNF (LOCAL).

[See **Steroids** on page 83.]

Administrative Procedures for Drug Testing

Purpose: The purpose of the La Grange ISD mandatory drug testing program is to prevent injury, illness and harm resulting from the use of illegal and performance enhancing drugs; help enforce a drug-free educational environment; deter student use of illegal and performance enhancing drugs; educate students regarding the harm caused by the use of illegal and performance enhancing drugs; and encourage students to commit to a drug-free lifestyle. By participating in the drug testing program, the student will be subjected to the risk of detection and its consequences to help offset the ordinary pressures concerning drug abuse.

Implementing this program is intended to send a message to the students that we do care about

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them as individuals and what they do to their bodies. It is a clear indication that the La Grange Independent School District will not tolerate drug abuse by students participating in its extracurricular programs.

This program requires that any student in grades 9-12 desiring to participate in any District extracurricular program and any student wishing to obtain a parking permit consent to mandatory random drug testing as described in this document.

La Grange ISD will allow students and/or guardian/parent to choose participation in the student drug testing program. The student and/or guardian/parent must submit a consent form to participate.

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List of Extracurricular Activities Requiring Drug Testing:

Football	FFA
Cross Country (Boys& Girls)	Houston Livestock Show
Art Volleyball	Year Book
Marching Band (fall)	Student Council
Concert Band (spring)	UIL Academics
Drill Team	Accounting
Color Guard	Calculator Apps
Cheerleading	Computer Apps
Spanish Club	Computer Science
Library Club	Current Events
Media Club	Informative Speaking
Theatre Club	Persuasive Speaking
German Club	Journalism
German UIL	Literary Criticism
DECA	Mathematics
FCCLA	Number Sense
Basketball (Boys & Girls)	One Act Play
Tennis (Boys & Girls)	Poetry
Track & Field (Boys &Girls)	Prose
Soccer (Boys & Girls)	Ready Writing
Baseball	Science
Softball	Spelling & Vocabulary
Cosmetology: Skills USA	CX Debate
Ag Mechanics	Lincoln Douglas Debate
Powerlifting (Boys &Girls)	Social Studies
National Honor Society	Book Club

Process:

All students in grades 9-12 who participate in extracurricular activity(ies) or hold a parking permit will be subject to mandatory drug testing at the beginning of each year and randomly throughout the school year. Students under 18 years of age will be required to provide the High School with written consent signed by both the student and a parent/guardian. The laboratory used to provide the drug testing will be certified to administer drug testing by the Substance Abuse and Mental Health Services Administration (SAMHSA). The vendor, Pinnacle Medical Management, will determine the students to be tested for each testing occurrence by use of a

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computerized method that insures randomization. Under no circumstances will human interference be allowed to alter the randomized nature of student selection.

Through the use of urine samples, the drug testing vendor will be able to detect the presence of drugs taken prior to the test. If a student has been taking medication, he/she will be given the opportunity to indicate the type of medication being taken. A "chain of custody" procedure will be used to monitor the identity and integrity of the sample throughout the collection, transportation, and testing process. The drug testing vendor will provide the personnel to conduct the collecting, transportation, and testing as well as randomly selecting the student participants to be tested.

The percentage of students to be tested may reach as high as 50% of the student testing population. The Superintendent shall determine the percent of students to be tested each semester. Any student that leaves campus during drug test screening will automatically receive a positive test and will be required to submit to a follow-up test on the next screening date.

Definitions:

"Confirmation Test"

A drug test conducted to substantiate the results of a prior drug test on the same specimen. The confirmation test must use an alternative method of equal or greater sensitivity than that used in the previous drug test.

"Consent"

All students desiring to participate in the District's extracurricular programs or obtain a parking permit will be required to provide the La Grange Independent School District with written consent signed by both the student and parent. If the student or his/her parent(s)/guardian(s) refuse to provide written consent to be tested, the student will be denied participation.

"District"

The La Grange Independent School District, including an authorized representative acting on its behalf. "

"Drug"

1. Drugs that an individual may not buy, possess, use, sell or distribute under either federal or Texas law. Such drugs may include but are not limited to amphetamines-methamphetamines, opiates (morphine-codeine), cocaine, phencyclidine (PCP), Delta9- tetrahydro-cannibol (marijuana), barbituates, bensodiazepines,propoxyphene and MDMA (Ecstasy).
2. All prescription drugs upon reasonable suspicion that they were obtained without authorization;
3. All prescription and over-the-counter drugs upon reasonable suspicion that they are being used in an abusive manner.
4. All manner of

steroids. "Drug Test"

A chemical test administered for the purpose of determining the presence or absence of a drug or metabolite in a person's urine.

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“Medical Review Officer”

A Medical Review Officer (MRO) is a licensed physician who has additional training and certification in the area of drug testing. Specifically, they have detailed knowledge in how drug testing is done, how testing is affected by foods and medications, and the various methods used to adulterate specimens to give a false negative result. The medical review services of the drug testing vendor will be used.

“Prescription or Non-Prescription Medication”

A drug prescribed for use by a duly licensed physician, dentist, or other medical practitioner licensed to issue prescriptions or a drug that is authorized pursuant to federal or state law for general distribution and use without a prescription in the treatment of human diseases, ailments, or injuries.

“Random Testing”

Up to 50% of students involved in the extracurricular programs will be selected for testing each testing period. The students selected for each testing occurrence will be determined by use of a computerized method that insures randomization. Testing may be conducted on as many as fifteen dates per year. The superintendent or his designee will determine the percentage of students to be tested. The superintendent or designee will provide a list of available testing dates for selection by the contracted service provider.

“Specimen”

A product of human physiology chemically capable of revealing the presence of drugs in the human body. As referred to in this procedure, the product will be urine.

“Steroids”

Anabolic steroids are synthetic versions of the male hormone testosterone. At normal body levels, testosterone triggers the onset of male secondary sexual characteristics during puberty and boosts muscle development and growth. Used medically to supplement normal hormone levels after injury or disease, steroids are also used illegally by athletes and others to increase muscle mass and to reduce body fat.

“Student Participating in Extracurricular Activities or Holding a Parking Permit”

A student enrolled at La Grange High School who is participating in any extracurricular activity or holding a current Parking Permit as defined in these procedures. Drug testing is mandatory for all students participating in extracurricular activity(ies), whether the student is in the period of participation for his/her activity or in the off season of his/her activity. Also, students in grades 9- 12 competing for future offices, positions, or team/squad memberships shall be considered to be students participating in extracurricular activity(ies). Students holding or wishing to obtain a valid La Grange High School parking permit are required to participate in the drug testing program.

Urinalysis Drug Testing Procedures:

1. The collection of specimens shall be performed under reasonable and sanitary conditions. Individual dignity and privacy shall be preserved to the extent practical. The student will be directed to a private toilet area with instructions to void into an individually assigned collection cup. The collection technician will be the same gender as the student providing the specimen. The collection technician will remain in the area that provides visual security of the facility but will not enter the private toilet. Voiding of the specimen will not be observed by a collection technician under any circumstances.

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2. All students chosen to be tested must report immediately to the test site upon notification. If the student is unable to produce a urine sample at that time, he/she will be given 2 hours and allowed to drink liquid. If the student is again unable to produce a specimen, the parent may, at his or her own expense, take the student to a physician before the end of the business day. A written medical explanation from the physician will be required to explain why the student could not provide a specimen. The failure to provide a urine sample or a written medical explanation from a physician will result in the same consequences as a positive test result, but will not be documented as a "positive" test result.
3. If at any time a student is found to be tampering with or attempting to adulterate the sample, the collector shall inform the Principal or his/her designee. Tampering or adulteration of samples may result in the same consequences as a positive test result if the MRO determines that there is no reasonable explanation other than student tampering or adulteration. However, this will not be documented as a "positive" test result. If the collector suspects a student has tampered with or attempted to adulterate the sample, the student may be required to provide a new sample. The questionable sample shall be properly identified as such and sent to the laboratory with the second sample.
4. All samples will be identified with the student's specific identification number, sealed, and submitted to the District's testing laboratory.
5. Specimen collection, storage, and transportation to the testing site will be performed in a manner that will reasonably preclude specimen contamination, adulteration, or erroneous student-specimen identification.
6. Specimen testing for drugs shall conform to scientifically accepted analytical methods and procedures and shall be conducted by laboratories certified for drug testing by the Substance Abuse Mental Health Services Administration (SAMHSA).
7. A specimen for a drug test may be taken or collected by any of the following non-school personnel: A physician, a physician's assistant, a registered professional nurse, a licensed practical nurse, a nurse practitioner, or a laboratory technician.
8. In the case of a first positive test result, the office of the Medical Review Officer shall contact the student or guardian. The student and his/her parent(s)/guardian(s) will have 5 days to provide information on currently or recently used prescription or non-prescription drugs or other relevant medical information or to explain the positive result. The Medical Review Officer will review all documentation provided to determine if the positive result was due to legally administered medication or due to an acceptable circumstance. If the positive drug test cannot be explained, the Medical Review Officer will contact the school designee to inform the school of the positive test result. The Principal or designee will contact the parents for a conference to discuss the consequences of the positive test result. The student is subject to the consequences specified in the Extracurricular Discipline Management Plan, Policy FNF (LOCAL) Mandatory Drug Testing Guidelines and or the Student Code of Conduct from the date that the Medical Review Officer contacts the school representative.
9. A student who tests positive, will not be tested again within 30 days.
10. Every specimen that produces a confirmed positive test shall be preserved in a frozen state by the licensed laboratory that conducts the confirmation test for a period of one (1) year from the time the results of the confirmed positive test are mailed or otherwise delivered to the District. During this period, the student who has

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provided the specimen shall be permitted by the District to have a portion of the specimen retested. The cost of the re-test shall be at the student's expense. The laboratory conducting the re-testing will be chosen by the student's parent(s)/guardian(s), but must be certified for drug testing by the Substance Abuse Mental Health Services administration (SAMHSA). The laboratory that has performed the test for the District shall be responsible for the transfer of the portion of the specimen to be re-tested and for the integrity of the chain of custody during such transfer. The results of the re-test will be forwarded to the Medical Review Officer representing La Grange ISD for evaluation. If a re-test yields a negative test result, the student will be reinstated to the La Grange ISD extracurricular program or parking permit suspension will be lifted after a confirmation by the Medical Review Officer.

10. A diluted or inaccurate temperature drug test result will be referred to the Medical Review Officer for clarification. The result may be that the student will be re-tested at the request of the Medical Review Officer. An adulterated test sample may result in the same consequences as a positive test result if the MRO determines that there is no reasonable explanation other than adulteration by the student. However, the incident will not be documented as a "positive" test result.
11. Students designated for testing that are absent from school at the time the specimens are collected will be tested on the next random testing date. Truancy from school in order to avoid drug testing will result in the same consequences as a positive test result, but the incident shall not be documented as a "positive" test result.
12. The student's parent(s)/guardian(s) may request and receive from the Medical Review Office a copy of the test result report. The student's parent(s)/guardian(s) may request a copy of the drugs that are screened during the testing.

Confidentiality:

Testing results shall be kept confidential and disclosed only to the student, his or her parent(s)/guardian(s), and school officials designated by the Superintendent. Confidentiality shall be maintained at all levels. Results shall not be placed in student Permanent records.

Sanctions for Positive Testing and or Refusal to test

A student with a positive test result will be subject to consequences according to the Extracurricular Discipline Management Plan, Policy FNF (LOCAL), the Student Code of Conduct and these procedures as applicable. Consequences from the La Grange ISD Code of Conduct may be applied to all participants if the positive test was a result from use, possession or consumption while at school, on school grounds or/at a school sponsored function.

Students volunteering to participate in the random drug testing (students who do not park on campus or do not participate in an extracurricular program) are not subject to the Extracurricular Discipline Management Plan. A positive drug test as a result of use, possession or consumption while at school grounds or/at a school sponsored function may result in consequences according to the La Grange ISD Code of Conduct. A positive drug test from non-school behavior will result in parental notification.

The **first** confirmed positive test or refusal or tampered test will result in the following consequences as applicable to the individual student:

1. The student will be subject to the consequences of the Extracurricular Discipline Management Plan (ECDMP) and/or the Student Code of Conduct.
2. The student must agree to mandatory testing for the remainder of the academic year.
3. 10 day suspension from parking, spectator/participation at school events and off campus privileges.

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The **second** confirmed positive test or refusal or tampered test to test will result in the following consequences:

1. The student will be subject to the consequences of the Extracurricular Discipline Management Plan and/or the Student Code of Conduct if applicable.
2. The student must agree to mandatory testing for the remainder of the academic year.
3. 30 day suspension from parking, spectator/participation at school events and off campus privileges.

The **third** confirmed positive test or refusal or tampered test to test will result in the following consequences:

1. The student will be subject to the consequences of the Extracurricular Discipline Management Plan and/or the Student Code of Conduct.
2. The student must agree to mandatory testing for the remainder of the academic year.
3. 365 day suspension from parking, spectator/participation at school events and off campus privileges.

For purposes of the progressive consequences state above, an incident set forth in this Policy as being subject to the consequences of a positive test, without generating a positive test (i.e. tampering, refusal to submit specimen, adulteration of specimen, truancy to avoid testing, possession of urine in a specimen container), shall count as a positive test, but not be recorded as such.

The parent(s)/guardian(s) may request a second test of the original sample. The laboratory conducting the retest must be certified by the Substance Abuse and Mental Health Services Administration (SAMHSA). The cost of the retest shall be at the expense of the parent(s)/guardian(s).

Parent(s)/guardian(s) may appeal the consequences of a positive test as outlined in board policy FNG (LEGAL) and FNG (LOCAL). Any sanctions imposed will remain in effect during the appeal.

Nothing in this policy limits or prohibits the application of other District policy, including the District Student Handbook/Code of Conduct, regarding student possession, use, or distribution of illegal drugs or alcohol on school property or at school activities or events.

Drugs that may be tested for include, but are not limited to:

1. Amphetamines – methamphetamines
2. Opiates – morphine and codeine
3. Cocaine
4. Phencyclidine –PCP
5. Delta 9 – tetrahydro-cannabinol (marijuana)
6. Barbiturates
7. Benzodiazepines
8. Propoxyphene

[See Steroids on page 83.]

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. Students are responsible for all content inside a vehicle parked on campus.

Sexual Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 48.]

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: Stacy Eilers, Assistant Superintendent, at 979-968-7000.

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 the 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) is the corresponding preparatory and readiness assessments for the SAT.

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 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 Assessment (TSIA). The TSIA assesses the reading, mathematics, and writing skills that freshmen-level 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. The TSI assessment may be incorporated into the curriculum and classroom instruction.

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STAAR (State of Texas Assessments of Academic Readiness)

Grades 3–8

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

- Mathematics, annually in grades 3–8
- Reading, annually in grades 3–8
- Science in grades 5 and 8
- Social Studies in grade 8

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 Satisfactorily on a STAAR or EOC Assessment

If a student does not perform satisfactorily on a required state assessment in any subject, the district will provide accelerated instruction for the student in the subsequent school year by:

- Assigning the student to a teacher who is certified as a master, exemplary, or recognized teacher if one is available in the grade and subject matter of the state assessment on which the student did not perform satisfactorily, or
- Providing supplemental instruction. A student may be required to attend any assigned supplemental instruction program before or after school or during the summer.

Standardized Testing for a Student Enrolled Above Grade Level

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

A student in grades 3–8 shall be assessed at least once in high school with the ACT or the SAT if the student completes the high school end-of-course assessments in mathematics, reading/language arts, or science prior to high school.

Standardized Testing for a Student in Special Programs

Certain students—some with disabilities and some classified as English learners—may be eligible for exemptions, accommodations, or deferred testing. For more information, see the principal, school counselor, or special education director.

Personal Graduation Plans - Middle School Students

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

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

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

[See the school 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 74 for information related to the development of personal graduation plans for high school students.]

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

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

- Algebra I
- English I and English II
- Biology
- U.S. History

Satisfactory performance on the applicable assessments is required for graduation, unless waived or substituted as allowed by state law and rules.

There are three testing windows during the year in which a student may take an EOC assessment. The windows occur in the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have opportunities to retake the assessment.

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 74.]

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.

STEROIDS (Secondary Grade Levels Only)

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

Students in Foster Care (All Grade Levels)

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

If you have questions, please contact the district's foster care liaison: Nicole Ramirez, at 979-968-7000.

[See **A Student in the Conservatorship of the State (Foster Care)** 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 students who are homeless, contact the district's homeless education liaison: Nicole Ramirez, at 979-968-7000.

[See **A Student Who is Homeless** on page 21.]

Student Speakers (All Grade Levels)

The district provides students the opportunity to introduce the following school events: high school football games and banquet ceremonies for Board-approved extracurricular organizations at La Grange High School. 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 **Graduation** on page 70 for information related to student speakers at graduation ceremonies and policy FNA (LOCAL) regarding other speaking opportunities.]

Summer School (All Grade Levels)

Summer school information will be released each spring to students and parents in the La Grange ISD.

SUBSTANCE ABUSE PREVENTION AND INTERVENTION (All Grade Levels)

If you are worried that your child may be using or is in danger of experimenting, using, or abusing illegal drugs or other prohibited substances, please contact the school counselor. The school counselor can provide you with a list of community resources that may be of assistance to you. The DSHS maintains information regarding children's mental health and substance abuse intervention services on its website: **Mental Health and Substance Abuse**.

SUICIDE AWARENESS AND MENTAL HEALTH SUPPORT (All Grade Levels)

The district is committed to partnering with parents to support the healthy mental, emotional, and behavioral development of its students. If you are concerned about your child, please

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access [Texas Suicide Prevention](#) or contact the school counselor for more information related to suicide prevention services available in your area.

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

Summer School/Tutorials (All Grade Levels)

La Grange Elementary and La Grange Middle School

In grades 3-8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above on language arts, reading, and mathematics. Summer school may be provided for those students who are able to achieve the required grade average.

Students in grade 3-8 who do not meet state assessment passing standards may be offered summer school/tutorial programs to accelerate student learning and prepare the student for the coming school year. The decision to offer summer school will be made in the spring of each school year after the results of the state assessment are received.

Students required to attend summer school but unable to complete the requirement may be retained and will be ineligible for extracurricular activities for the first six weeks of the following year. Students who are unable to take the state-mandated assessments due to illness or unforeseen absence will be given an alternate assessment to determine their participation in tutorial or summer school classes.

High School

Students who are unable to take the state-mandated assessments in the spring due to illness or unforeseen absence will be given an alternate assessment to determine their participation in tutorial or summer school classes.

Grade-level advancement for students in grades 9–12 shall be earned by course credits. To earn credits in a course, a student must receive a grade of 70 based on course-level or grade level standards.

Tutorials shall be offered to all students who may need additional support to prepare for the state-mandated assessments. Students shall be informed of the time and location of the classes.

Students who have not met the passing standard on one or more of the state-mandated assessments in the previous school year shall be required to attend the tutorials in order to be promoted.

Tardies

A student who is tardy to class may miss instruction and disturb the rest of the classroom. Repeated instances of tardiness will result in disciplinary action, in accordance with the Student Code of Conduct and undetermined per campus. Tardies are cumulative for each class and are considered excused only with physician documentation or Principal approval.

Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)

The district provides textbooks and other approved instructional materials to students free of charge for each subject or class. Students must treat any books with care and place covers on them as directed by the teacher. The district may also provide electronic textbooks and technological equipment to students, depending on course objectives.

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.

Transfers (All Grade Levels)

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

The superintendent is authorized to investigate and approve transfers between schools.

[See **Safety Transfers/Assignments** on page 19, **Bullying** on page 31, and **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services** on page 21, 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 108.]

Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles or within the designated hazardous zone within 2 miles from school and to any students who are experiencing homelessness outside of the hazardous zone. This service is provided at no cost to students.

Bus routes and stops will be designated annually. Any subsequent changes will be posted at the school and on the district's website. For the safety of the driver and all passengers, students must board district vehicles only at authorized stops and drivers must unload passengers only at authorized stops. At no time should a parent follow the bus if a student missed the bus.

La Grange ISD School Board policy allows students to be transported to and from:

1. Parent's home
2. Grandparent's home
3. Licensed daycare.

In order to properly monitor the safety of our bus riders, LGISD Transportation will limit students to one pick up location in the morning and one drop off location in the afternoon. By limiting pick

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up/drop off locations, bus routing is more consistent, bus rosters change less and student safety is enhanced. There will be no pick-up or drop-off on State Hwy 71 east or west of La Grange.

Bus riders in grades 4 and under: If there is no one at home, the student will not be dropped off and instead transported to the elementary campus. Parents must pick-up their child(ren) before 5:00 pm. After three occurrences in a school year, the student(s) will not be eligible for bus ridership.

A parent may designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated location must be an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, contact the Transportation Supervisor at 979-968-7020.

Emergency changes to student drop-off cannot be made after 2:00 p.m. and must be approved by the student's principal.

Students are expected to assist district staff in ensuring that buses and other district vehicles are clean and safe. When riding in district vehicles, students are held to behavioral standards established in this handbook and the Student Code of Conduct.

Food will not generally be allowed on route buses unless the bus operator approves the privilege.

Phones will be allowed with headphones and must remain on silent.

A person, adult or student, commits an offense if the person intentionally disrupts, prevents, or interferes with the lawful transportation of children to or from school or an activity sponsored by a school on a vehicle owned or operated by an independent school district. See the **Student Code of Conduct**.

For safety reasons, parents may not pick up students in the bus loading area at the Elementary campus. Should a last minute change occur in student transportation at dismissal, the office must be notified by 2:30 p.m., otherwise the student will remain on their regular route to be transported to their destination.

Students are expected to assist district staff in ensuring that buses remain in good condition and that transportation is provided safely. When riding in district vehicles, including buses, students are held to behavioral standards established in this handbook and the Student Code of Conduct.

The following rules shall apply to student conduct on school transportation:

1. Passengers shall follow the bus operator's directions at all times.
2. Passengers shall board and leave the bus in an orderly manner at the designated bus stop nearest their home.
3. Passengers shall not stand on the bus when the bus is in motion.
4. Passengers must fasten their seat belts, if available.
5. Passengers shall keep books, band instrument cases, and other objects out of the aisle of the bus.
6. Passengers shall not deface the bus and/or its equipment and will be held responsible for the cost of repairs.
7. Passengers shall not extend head, hands, arms, or legs out of the window, nor hold any

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object out of the window, nor throw objects within or out of the bus.

8. Passengers will not smoke or use any form of tobacco or e-cigarette.

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9. Usual classroom conduct shall be observed. Unruly conduct, including the use of obscene language, will subject the passenger to disciplinary action.
10. Upon leaving the bus, the student will wait for the driver's signal before crossing in front of the bus.
11. Students must obey and respect the orders of monitors or patrols on duty.
12. Students must not try to get on or off the bus or move about within the bus while it is in motion.
13. Students must never stand in the roadway while waiting for the bus.
14. In case of an accident, any personal injury or damage to personal property must be reported at once to the operator, director of operations, or administrator investigating.
15. Students shall not occupy the driver's seat or driver's area.
16. All glass containers are prohibited.
17. All animals are prohibited.
18. Students riding a bus to school are not to leave campus prior to school unless the principal gives permission.
19. Students riding a bus from school are not to leave the grounds after school prior to the departure of the buses unless the principal gives permission.
20. Radios, handheld games, CD players, iPads, and/or iPods used without headphones shall be prohibited on regular bus routes.
21. Cell phones may not be used in "speaker mode."
22. Flash photography, of any kind, is prohibited on school buses.
23. Inflatables are prohibited on buses.
24. Video cameras are used on buses.
25. Bus riders are required to adhere to student dress code.

All behavioral problems on the bus will be forwarded to the student's campus assistant principal for follow-up. Misconduct will be addressed in accordance with the Student Code of Conduct, including loss of the privilege to ride in a district vehicle.

Minor Offenses (examples)	Major Offenses (examples)
Horse play	Profanity or Inappropriate gestures
Not sitting in assigned area	Fighting
Not sitting properly in seat	Vandalism of bus or student property
Throwing items inside/ out of the bus (minor or low risk)	Inappropriate talk or touching of a sexual nature
Eating or drinking on the bus without permission	Throwing items inside/ out of bus (dangerous or high risk)

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Standing or changing seats when bus is in motion	Behavior resulting in unsafe environment or need for emergency stop by driver
Possession of inappropriate items on the bus (that do not qualify as a Major Offense)	Threats or aggression toward driver or another students
Any behavior that distracts the driver (yelling, screaming, talking at loud volumes, etc)	Opening of emergency exit unnecessarily
Taking other students possessions	Insubordination toward driver
	Smoking or Vaping
	Possession of any weapons or dangerous objects
	Possession of any illegal items
	Repeated incidents of minor offenses
	Failure to present Bus Cards 5+ times

Consequences

Violations of the Student Code of Conduct by a student being transported on a school bus may result in disciplinary action at the campus and/or suspension of riding privileges. The campus principal or assistant principal will determine the severity of the offense based on information provided by the bus driver. On all referrals the campus administrator will conference with the student and attempt to contact a parent/guardian. **The principal or assistant principal will use his or her discretion in applying consequences for behavior that occurs while students are riding district-provided transportation.** Referrals and their accompanying progressive consequence will be considered separately between Minor and Major offenses.

Minor Offenses

Consequences for Minor Offenses **MAY** be allied using the following table:

Minor Referrals	Consequences
1st	Warning, Conference with the students, Parent Contact- note
2nd	Conference with student, Parent Contact- call
3rd	Bus suspension for 3 days
4th	Bus suspension for 5 days
5th	Bus suspension for 10 days
6th	Bus suspension for the remainder of the semester

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	(20 day minimum) *
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* Suspension occurring with fewer than 20 school days to the end of the semester or end of the school year **could** carry over to the next semester or the following school year.

Major Offenses

Major offenses may result in the automatic suspension of bus riding privileges. Principals, upon their determination of severity, have the authority to suspend bus riding privileges for the remainder of the semester or year at any time. Major offenses are addressed using the following table:

Major Referrals	Consequences
1st	Bus suspension for 3 days
2nd	Bus suspension for 5 days
3rd	Bus suspension for 10 days
4th	Bus suspension for the remainder of the semester (20 day minimum)*

* Suspension occurring with fewer than 20 school days to the end of the semester or end of the school year **could** carry over to the next semester or the following school year.

Transportation Software

La Grange ISD utilizes a bus software program that manages student ridership. The program increases the safety and security of the students' experience on the bus, it also has the ability to notify parents when their child gets on and off the bus.

Parent(s) can link to their child(ren)'s transportation account by:

Step 1: Go to <https://txlagrangeisd.traversaride360.com/> to setup your account

Step 2: Link your child(ren) to your account. (Student grade and Student ID number are required)

Step 3: Download the "Ride 360" app on your phone and login to see up-to-date scans

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Parents can share this link with any other person they choose but must provide that person(s) their own child's Student ID and Birthdate.

[See the Student Code of Conduct for provisions regarding transportation to the DAEP.]

Vandalism (All Grade Levels)

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

Video Cameras (All Grade Levels)

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

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

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board may make a written request for the district to place video and audio recording equipment in certain 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 or Codi Kadlecek, Director of Special Education who the district has designated to coordinate the implementation of and compliance with this law.

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

[See **Consent to Video or Audio Record a Student when Not Already Permitted by Law** on page 10 for video and other recording by parents or visitors to virtual or in-person classrooms.]

Visitors to the School (All Grade Levels)

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the main office and comply with all applicable district policies and procedures. All visitors should be prepared to show identification.

Individuals may visit classrooms or observe virtual instruction during instructional time only with approval of the principal and teacher. Visitors may not interfere with instruction or disrupt the normal school environment.

Students may not host “visiting” students/friends/family who are not enrolled in La Grange ISD during school hours. This includes lunch periods. (Exception: foreign exchange program guests)

All visitors are expected to demonstrate the highest standards of courtesy and conduct. Disruptive behavior or violations of student privacy will not be permitted.

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Note: Visitors are allowed on campus with principal approval.

[See **Consent to Video or Audio Record a Student when Not Already Permitted by Law** on page 10 for video and other recording by parents or visitors to virtual or in-person classrooms.]

Unauthorized Persons

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

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

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

[See the Student Code of Conduct.]

Visitors Participating in Special Programs for Students

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.

Career Day

On specific dates approved by the principal or superintendent, the district invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

Volunteers (All Grade Levels)

The district invites and appreciates the efforts of volunteers who are willing to serve our district and students.

If you are interested in volunteering, please contact the campus office for more information and to complete an application.

The district does not require state criminal history background checks for volunteers who are parents, guardians, or grandparents of a child enrolled in the district.

Subject to exceptions in accordance with state law and district procedures, other volunteers will be subject to a state criminal history background check, and the volunteer must pay all costs for the background check.

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Withdrawing from School (All Grade Levels)

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

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

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

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

Glossary

Accelerated instruction, also referred to as **supplemental 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.

ACT, or the American College Test, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

ACT-Aspire is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

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

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

CPS stands for Child Protective Services.

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

DFPS stands for the Texas Department of Family and Protective Services.

DPS stands for the Texas Department of Public Safety.

DSHS stands for the Texas Department of State Health Services.

ED stands for the U.S. Department of Education.

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.

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

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

SAT refers to the Scholastic Aptitude Test, one of the two most frequently used college or university admissions examinations. The test may be required for admissions to certain colleges or universities.

SHAC stands for School Health Advisory Council, a group of at least five members, a majority of whom must be parents, appointed by the school board to help ensure that local community values and health issues are reflected in the district's health education instruction, as well as assist with other student and employee wellness issues.

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

STAAR is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments.

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

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

State-mandated assessments are required of students at certain grade levels and in specified subjects. Except under limited circumstances, students must pass the STAAR EOC assessments to graduate. Students have multiple opportunities to take the tests, if necessary, for graduation.

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

TAC stands for the Texas Administrative Code.

TEA stands for the Texas Education Agency, which oversees primary and secondary public education in Texas.

TEC stands for the Texas Education Code.

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.

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.

Freedom from Bullying Policy

Note: School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit www.lgisd.net. Below is the text of La Grange ISD's policy FFI (LOCAL) as of the date this handbook was finalized for this school year.

Student Welfare: Freedom from Bullying

Policy FFI (LOCAL) adopted on 10/30/2017

APPENDIX I:

Freedom From Bullying Policy

Note: This policy address bullying of District students. For purposes of this policy, the term bullying includes cyberbullying. For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse

Bullying Prohibited	The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.
Examples	Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.
Retaliation	The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.
Examples	Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.
False Claim	A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.
Timely Reporting	Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
Reporting Procedures	

Student Report	To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.
Employee Report	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.
Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Notice of Report	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
Prohibited Conduct	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
Investigation of Report	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
Concluding the Investigation	<p>Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.</p> <p>The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.</p>
Notice to Parents	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

District Action

Bullying If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.

Discipline A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

Corrective Action Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

Transfers The principal or designee shall refer to FDB for transfer provisions.

Counseling The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

Improper Conduct If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.

Confidentiality To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

Appeal A student who is dissatisfied with the outcome of the investigation may appeal through FNG (LOCAL), beginning at the appropriate level.

Records Retention Retention of records shall be in accordance with CPC (LOCAL).

Access to Policy and Procedures This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.