

La Vega ISD

ELEMENTARY HANDBOOK



2011-2012

LA VEGA PRIMARY SCHOOL

4400 HARRISON, WACO, TX 76705
254-799-6229

LA VEGA ELEMENTARY

3100 WHEELER, WACO, TX 76705
254-799-1721

LA VEGA INTERMEDIATE SCHOOL

H.P. MILES CAMPUS

508 EAST LOOP 340, WACO, TX 76705
254-799-5553

La Vega ISD does not discriminate on the basis of race, religion, color national origin, age, sex, or disability in providing educational services, activities, and programs.

PLEASE COMPLETE AND RETURN THIS PAGE.

PARENT/GUARDIAN ACKNOWLEDGMENT

I understand and consent to the responsibilities outlined in the La Vega ISD 2011-2012 Student Handbook, specifically including the responsibilities outlined in the District's Student Code of Conduct. I also understand that my child, _____, will be held accountable for the behavior and consequences outlined in the Student Code of Conduct at school and at school-sponsored and school-related activities, including school-sponsored travel, and for any school-related misconduct, regardless of time or location. I understand that any student who violates the Student Code of Conduct is subject to disciplinary action, up to and including referral for criminal prosecution for violation of law.

Regarding student records, I understand that certain information about my child is considered directory information. Directory information includes:

- Student name
- Address
- Telephone number
- Date and place of birth
- Most recent previous school attended
- Dates of attendance
- Participation in officially recognized activities/sports
- Weight and height of members of athletic teams
- Awards received in school
- Photos/videos of my child to be used in newspapers, newsletters, media spots, promotional and marketing materials, and publications (including the LVISD Internet Home Page)

Directory information on my child will be released by the District to anyone who requests it unless I object in writing to the release of any or all of this information within ten (10) school days of the time this handbook was issued to my child. I have marked through the directory items listed above that I wish the District to withhold about my child.

Signature of Parent/Guardian

Date

STUDENT ACKNOWLEDGMENT

I understand and consent to the responsibilities outlined in the La Vega ISD 2009-2010 Student Handbook, specifically including the responsibilities outlined in the District's Student Code of Conduct. I also understand that I will be held accountable for the behavior and consequences outlined in the Student Code of Conduct at school and at school-sponsored and school-related activities, including school-sponsored travel, and for any school-related misconduct, regardless of time or location. I understand that any student who violates the Student Code of Conduct is subject to disciplinary action, up to and including referral for criminal prosecution for violation of law.

Signature of Student

Date

PLEASE COMPLETE AND RETURN THIS PAGE.

LA VEGA INDEPENDENT SCHOOL DISTRICT STUDENT/PARENT ELECTRONIC INFORMATION RESOURCE AGREEMENT

Please read this document carefully. When this document is signed by the student and the parent, it becomes an agreement between the student, parent, and the District. The student's and parent's signature indicates agreement to abide by the conditions and guidelines established herein.

Terms and Conditions of this Agreement

These policies shall apply to:

1. Users of electronic information resources which are utilized with equipment located in the LVISD.
2. Users who obtain their access privileges through association with LVISD.
3. Electronic information resources include (but are not limited to) CD-ROMs, videodiscs, multimedia, on-line services, software, videocassettes and electronic mail.

Personal Responsibility

I agree to report misuse of the network to the Technology Department. Misuse can come in many forms, including but not limited to, sending or receiving material that exhibits or suggests pornography, unethical or illegal behavior; using racist, sexist or inappropriate language; or violating the guidelines set forth below.

Acceptable Use Guidelines

The use of electronic information resources must be in support of education, research and the educational goals and objectives of LVISD.

1. I will use electronic information resources for educational purposes only.
2. I agree not to submit, publish, display, or retrieve any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material.
3. I will abide by all copyright regulations.
4. I will not reveal home addresses or personal phone numbers of others.
5. I understand that electronic mail is not private.
6. I will not use the electronic information resources in any way that would disrupt use by others.
7. I understand that many services and products are available for a fee and acknowledge that I am responsible for any expenses incurred. Failure to pay for expenses may result in denial of my privileges.
8. I will not use the electronic information resources for any commercial purposes.
9. I will not attempt to harm, modify or destroy hardware or software, or interfere with system security.
10. I agree to accept financial responsibility for any intentional harm to the system.

11. I will abide by the regulations established by the District regarding use and access of the electronic information resources.
12. I will follow all rules of the LVISD Student Code of Conduct while using electronic information resources.

Rights of the System Administrator

1. LVISD reserves the right to log the use of all systems and monitor fileserver space utilization. Should it become necessary, files may be deleted.
2. The System Administrator may close an account at any time.
3. LVISD is not responsible for any service interruptions, changes, or consequences arising therefrom, even if these arise from circumstances under the control of the District.
4. LVISD makes no warranties of any kind, whether expressed or implied regarding use of the electronic information resources. Service is provided on an “as is, as available” basis. The District is not responsible for the accuracy of information received.
5. LVISD reserves the right to establish such rules and regulations as may be necessary for the efficient operation of the electronic information systems.

Consequences

The use of the electronic information resources is a privilege, not a right; and may be revoked in accordance with Policy CQ (Local) and Policy CQ (Regulation). Infractions of the provisions set forth in this *Electronic Information Resource Agreement* or the policies and regulations established pursuant to the Agreement may result in suspension or termination of access privileges and/or appropriate disciplinary action. Additionally, activities in violation of state and federal statutes will be subject to prosecution by those authorities.

The user of electronic information resources agrees to accept full responsibility for his/her use and will hold the District harmless for any damages resulting from use of the resources, whether that injury or damage is to the user or to another person.

I understand that this access is designed for educational purposes. I have read, understand, and agree to abide by all of the provisions of the *Electronic Information Resource Agreement*.

Student’s Signature: _____ Date: _____

As the parent or guardian of this child, I have read the *Electronic Information Resource Agreement*. I understand that access to electronic information resources is intended to be for educational purposes only and that students are required to refrain from sending or receiving illegal or offensive material. I also accept full responsibility for supervision if and when my child's use is not in a school setting. I hereby give permission for my child to use electronic information resources.

Parent’s Signature: _____ Date: _____

La Vega I.S.D.

Elementary Student Handbook 2011-2012

This student handbook belongs to:

Name: _____

Address _____

City: _____ State: _____ Zip Code: _____

Phone: _____ Team: _____

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PREFACE

This handbook contains information students and parents are likely to need to ensure a successful school year. Throughout the handbook, the term “the student’s parent” is used to refer to the parent, legal guardian, or other person who has agreed to assume school-related responsibility for the student.

Students and parents also need to be familiar with the La Vega I.S.D. Student Code of Conduct, which sets out the consequences for inappropriate behavior. The Student Code of Conduct is required by state law and is intended to promote school safety and an atmosphere for learning. This document may be found on the gold pages of this handbook and posted at each campus.

The Student Handbook is designed to be in harmony with Board policy and the Student Code of Conduct adopted by the Board. Please be aware that this document is updated annually, while policy adoption and revision is an ongoing process. Therefore, any changes in policy that affect student handbook provisions will be made available to students and parents through newsletters and other communications. These changes will generally supersede provisions found in this handbook that have been made obsolete by newly adopted policy.

Please note that references to policy codes are included to help parents confirm current policy. A copy of the District’s Policy Manual is available in the administration building (or on-line at www.tasb.org/policy/pol/private/161906/).

In case of conflict between Board policy or the Student Code of Conduct and any provisions of student handbooks, the provisions of Conduct that were most recently adopted by the Board are to be followed.

STATEMENT OF NON-DISCRIMINATION

La Vega I.S.D. does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended.

La Vega I.S.D. will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs, Board policy, or the Student Code of Conduct.

The following person has been designated to coordinate compliance with these requirements:

Assistant Superintendent of Personnel and Administration
La Vega I.S.D. Administration
3100 Bellmead Drive
Waco, Texas 76705
(254) 799-4963

LA VEGA INDEPENDENT SCHOOL DISTRICT

Board of Trustees

Kevin P. Harris, President

Henry C. Jennings, Member
Mildred Watkins, Vice President
Phil Bancale, Secretary

Wayne Samford, Member
Randy Devorsky, Member
Rodney Outlaw, Assistant Secretary

The Board of Trustees meets in regular session once each month on the third Tuesday. Meetings are open to the public and are held in the Board Room of the La Vega Administration Building, 3100 Bellmead Drive, Waco, Texas, at 7:00 p.m. Board meeting agendas are posted at the administration building 72 hours prior to the meeting, in accordance with the Texas Open Meetings Act.

Administration

Dr. Sharon Shields
Al Bishop
Diane Roepke
Peggy Johnson
Tammy Brinkman
Linda Volz
Larry Kaska
Carla Swann
Chris Borland
Kristi Rizo
Elicia Krumnow
Sam Sexton

Superintendent
Assistant Superintendent of Personnel and Administration
Assistant Superintendent for Finance
Director of Elementary Education
Director of Secondary Education
Director of Special Education
Director of Technology
Principal, La Vega Primary School
Principal, La Vega Elementary School
Principal, La Vega Intermediate School
Principal, La Vega Middle School
Principal, La Vega High School

Support Services

Lynn Roberts
Toni Tyson
Debra Powell
Pat Lednický
Sue Townsend
Heather McClintock

Director of Maintenance
Director of Food Service
Durham Transportation
School Nurse
School Nurse
School Nurse

La Vega Learning Center

900 Ashleman Rd., Waco, TX 76705
Phone 299-6719 • FAX
Nate Jones, Lead Teacher

La Vega Primary School (Grades PreK-K)

4400 Harrison, Waco, Texas, 76705
Phone 299-6730 • FAX 799-1369
Carla Swann, Principal
Lisa Seawright, Assistant Principal
Karla Davis, Instructional Facilitator
Kelly McCormick, Counselor

La Vega Elementary School (Grades 1-3)

3100 Wheeler Street, Waco, Texas, 76705
Phone 799-1721 • FAX 799-4453
Cafeteria and Nurse's Office
Shaunte McKinney, Principal
Melanie Simons, Instructional Facilitator
Alfreda Love, Assistant Principal
Vicki Doherty, Counselor
Chad Heath, Counselor

**La Vega Intermediate School-H.P. Miles Campus
(Grades 4-6)**

508 E. Loop 340, Waco, Texas, 76705
Phone 799-5553 • FAX 799-9738
Kristi Rizo, Principal
Felix Glass, Asst. Principal
TBD, Asst. Principal
Albert Zertuche, Instructional Facilitator
Nancy Muhammad, Counselor

**La Vega Junior High School - George Dixon Campus
(Grades 7-8)**

4401 Orchard Lane, Waco, Texas, 76705
Phone 799-2428 • FAX 799-8943
Elicia Krumnow, Principal
Shasta Sneed, Assistant Principal
Bob Jones, Assistant Principal
Mary Keezee, Counselor

La Vega High School (Grades 9-12)

555 North Loop 340, Waco, Texas, 76705
Phone 799-4951 • FAX 799-0720
Athletic Field House Phone 299-6835
Band Hall Phone 299-6833
NJROTC Phone 299-6845
Sam Sexton, Principal
Chuck Long, Assistant Principal
Tarl Lloyd, Assistant Principal
Bryant Adams, Assistant Principal
Salvador Acosta, Counselor
Ingrid Armstead, Counselor

Administration Office

3100 Bellmead Drive, Waco, Texas, 76705
Phone 799-4963 • FAX 799-8642
Dr. Sharon Shields, Superintendent

Administration Annex – Special Education Services

901 Maxwell, Waco, Texas 76705
Phone 299-6750 • FAX 867-9525
Linda Volz, Director of Special Education

Food Service Department

3101 Latimer Street, Waco, Texas, 76705
Phone 299-6807 • FAX 799-2554
Toni Tyson, Food Service Director

Maintenance Department

3101 Latimer Street, Waco, Texas, 76705
Phone 299-6851 • FAX 799-1281
Lynn Roberts, Director of Maintenance

Technology Department

3101 Latimer Street, Waco, Texas, 76705
Phone 299-6720 • FAX 867-1513
Larry Kaska, Director

Transportation Department

2604 ½ Beale, Waco, Texas, 76705
Phone 799-7453 • FAX 799-8618
Debra Powell, Transportation Director

Warehouse

3100 Latimer Street, Waco, Texas, 76705
Phone 299-6850

MISSION STATEMENT

The mission of La Vega Independent School District is to provide a needs satisfying environment where everyone can produce successfully, with the understanding that learning adds quality to life. Preparing each student to contribute to an ever-changing interdependent society is our commitment.

PHILOSOPHY

We believe:

- *schools control the educational setting that enables success and quality work.*
- *meeting needs in a non-coercive, “need satisfying” environment is essential for quality learning to occur.*
- *failure is not acceptable because quality work and successful learning are within the ability of everyone if given adequate time and appropriate instruction.*
- *success builds success.*
- *mastery of content, concepts, and competencies is the essence of schooling.*
- *respectful treatment of all people and cultures can strengthen the links between learning, self-esteem, and behavior.*

STUDENT EXIT LEVEL COMPETENCIES

We will know we have achieved our mission when all students are:

Collaborative Workers:

- exercising the confidence, compassion, and skills necessary to work with others
- designing solutions to a variety of academic and social problems

Life-Long Learners:

- recognizing that they can acquire skills and knowledge in diverse ways and in diverse conditions
- demonstrating the self-directed skills necessary to function in a rapidly changing, technology rich global market place

Self-Directed Individuals:

- exercising personal, social, and moral responsibility
- participating in the maintenance of their own mental and physical health/wellness
- conveying an appreciation and understanding for the fine arts and the role it may play in balancing an individual's personal and professional life
- acquiring and demonstrating the skills necessary to become a responsible, self-directed person, capable of setting and attaining personal goals

Communicators:

- expressing themselves fluently through both oral and written communication in English
- communicating effectively in Spanish
- demonstrating literacy in the use of technology as a tool and source for continued learning

Problem Solvers:

- applying the inquiry, problem-solving, conflict-resolution, and evaluation skills necessary for the accomplishment of both personal and organizational goals
- demonstrating competency in the application of mathematical, scientific, and technological concepts applicable to their lifestyle and/or vocation

Responsible Citizens:

- exercising personal, social, and moral responsibility as they address political, social, health, and environmental issues in a multi-cultural, global society
- demonstrating a knowledge of the geographic, political, and historical relationships of countries and political coalitions throughout the global community
- formulating strategies to achieve and sustain a high level of self-worth and a positive work ethic, while responding effectively to factors and/or changes within the environment that challenge personal growth and creativity
- modeling the interpersonal and intrapersonal skills necessary to become an active contributor in a democratic society

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

If a child is experiencing learning difficulties, the parent may contact the person listed below to learn about the district's overall general education referral or screening system for support services. This system links students to a variety of support options, including referral for a special education evaluation. Students having difficulty in the regular classroom should be considered for tutorial, compensatory, and other support services that are available to all students.

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

If the district determines that the evaluation is not needed, the district will provide the parent with a written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parent of their rights if they disagree with the district. Additionally, the notice must inform the parent how to obtain a copy of the *Notice of Procedural Safeguards - Rights of Parents of Students with Disabilities*.

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education is:

Contact Person: LVPS – Kelly McCormick (254) 299-6730
 LVE – Chad Heath (254) 299-6755 – 1st Grade
 LVE – Vicki Doherty (254) 299-6755 – 2nd & 3rd Grade
 LVIS – Nancy Muhammad (254) 799-5553

STATE of TEXAS Student Success Initiative

A PARENT GUIDE TO TESTING REQUIREMENTS

In the 76th session, the Texas Legislature made changes to state law to help all children in Texas learn to read. The new requirements apply to children who entered kindergarten in the 1999-2000 school year and to all students who enter kindergarten thereafter.

THE GOAL OF THE TEXAS READING INITIATIVE

All students will read on grade level or above by the end of Grade 3 and continue to read on grade level or above throughout their schooling.

WHAT THE STATE LAW REQUIRES

NEW PROMOTION REQUIREMENTS

Beginning with kindergarten class of 1999-2000

2002-2003

Third grade (English or Spanish version)

Reading

2004-2005

Fifth grade (English or Spanish version)

Reading and Mathematics

2007-2008

Eighth grade (English version)

Reading and Mathematics

FREQUENTLY ASKED QUESTIONS

What will happen if a student doesn't pass the Texas Assessment of Knowledge and Skills (TAKS) reading assessment?

Extra instruction to help strengthen the skills needed to be a successful reader will be provided through the child's school. A student will have two more opportunities to take and pass the reading test before the next school year begins. A committee may be formed to ensure the best placement of your child.

Do these same promotion requirements apply to students who are Limited English Proficient (LEP) or in Special Education?

If not exempt, this law applies to these students as well.

Who can families contact if they have questions?

Families should contact the child's teacher, principal, school district office, or the regional education service center in their area. Families may also contact the Texas Education Agency through any of the phone numbers or web sites listed in this brochure. Your child's success is priority for all of us.

How Can Families Help?

- Talk, ask questions, and keep in touch with your child's teacher and school.
- Spend as much time as possible reading a wide variety of books and other kinds of text with your child.
- Ask questions about what they have read, discussing the meanings of new words and comparing one story with another.
- Reduce television time. Plan family learning activities that will support your child's learning.
- Discuss with your child's teacher the results of the reading inventory that each student takes in kindergarten, 1st grade, and 2nd grade. The reading inventory is required under Texas Education Code §28.006. This is an additional tool to monitor progress and to support the overall quality of reading instruction that your child is receiving.

To learn more about helping your child begin to read, you may order the booklet *Beginning Reading Instruction: Practical Ideas for Parents* by calling the Texas Education Agency Publications Distribution Office at (512) 463-9744.

To best serve the needs of Texas public school children, parents, teachers, administrators, business leaders, and community members, all need to be involved in improving the reading skills of our children.

TEXAS EDUCATION AGENCY
1701 North Congress Avenue
Austin, Texas 78701-1494
Division of Curriculum, Assessment, and Technology
www.tea.state.tx.us

For more information, call
(512) 463-9581 Curriculum
(512) 463-9536 Student Assessment
(800) 819-5713 Reading Hotline

Grade 3 Reading TAKS Objectives and TEKS Student Expectations

Objective 1 - The student will demonstrate a basic understanding of cultural diverse written texts.

(3.5) Reading/word identification. The student uses a variety of word identification strategies. The student is expected to

(D) use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words (3); and

(E) use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1–3).

(3.7) Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to

(B) read from a variety of genres [or pleasure and] to acquire information [from both print and electronic sources] (2–3).

(3.8) Reading/vocabulary development. The student develops an extensive vocabulary. The student is expected to

(C) use [resources and references such as beginners’ dictionaries, glossaries, available technology, and] context to build word meanings and to confirm pronunciations of words (2–3); and

(D) demonstrate knowledge of synonyms, antonyms, and multi-meaning words [for example, by sorting, classifying, and identifying related words] (3).

(3.9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to

(C) retell [or act out the order of] important events in stories (K–3); and

(H) produce summaries of text selections (2–3).

Objective 2 - The student will apply knowledge of literary elements to understand culturally diverse written texts.

(3.11) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts. The student is expected to

- (H) analyze characters, including their traits, feelings, relationships, and changes (1–3);
- (I) identify the importance of the setting to a story’s meaning (1–3); and
- (J) recognize the story problem(s) or plot (1–3).

Objective 3 - The student will use a variety of strategies to analyze culturally diverse written texts.

(3.9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to

- (C) retell [or act out] the order of important events in stories (K–3); and
- (I) represent text information in different ways, including story maps, graphs, and charts (2–3).

(3.11) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts. The student is expected to

- (A) distinguish different forms of texts, including lists, newsletters, and signs and the functions they serve (K–3); and
- (C) recognize the distinguishing features of familiar genres, including stories, [poems], and informational texts (1–3).

Objective 4 - The student will apply critical -thinking skills to analyze culturally diverse written texts.

(3.9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to

- (F) make and explain inferences from texts such as determining important ideas, causes and effects, making predictions, and drawing conclusions (1–3); and
- (J) distinguish fact from opinion in various texts, including news stories and advertisements (3).

(3.10) Reading/literary response. The student responds to various texts. The student is expected to

- (C) support interpretations or conclusions with examples drawn from text (2–3).

Grade 3 Mathematics TAKS Objectives and TEKS Student Expectations

Objective 1 - The student will demonstrate an understanding of number , operation , and quantitative reasoning.

(3.1) Number, operation, and quantitative reasoning. The student uses place value to communicate about increasingly large whole numbers in verbal and written form, including money. The student is expected to

(A) use place value to read, write (in symbols and words), and describe the value of whole numbers through 999,999;

(B) use place value to compare and order whole numbers through 9,999; and

(C) determine the value of a collection of coins and bills.

(3.2) Number, operation, and quantitative reasoning. The student uses fraction names and symbols to describe fractional parts of whole objects or sets of objects. The student is expected to

(B) compare fractional parts of whole objects or sets of objects in a problem situation using [concrete] models; and

(C) use fraction names and symbols to describe fractional parts of whole objects or sets of objects with denominators of 12 or less.

(3.3) Number, operation, and quantitative reasoning. The student adds and subtracts to solve meaningful problems involving whole numbers. The student is expected to

(A) model addition and subtraction using pictures, words, and numbers; and

(B) select addition or subtraction and use the operation to solve problems involving whole numbers through 999.

(3.4) Number, operation, and quantitative reasoning. The student recognizes and solves problems in multiplication and division situations. The student is expected to

(B) solve and record multiplication problems (one-digit multiplier); and

(C) use models to solve division problems and use number sentences to record the solutions.

(3.5) Number, operation, and quantitative reasoning. The student estimates to determine reasonable results. The student is expected to

(A) round two-digit numbers to the nearest ten and three-digit numbers to the nearest hundred; and

(B) estimate sums and differences beyond basic facts.

Objective 2 - The student will demonstrate an understanding of pattern, relationship , and algebraic reasoning.

(3.6) Pattern , relationship, and algebraic thinking. The student uses patterns to solve problems. The student is expected to

- (A) identify and extend whole-number and geometric patterns to make predictions and solve problems;
- (B) identify patterns in multiplication acts using [concrete objects,] pictorial models, [or technology]; and
- (C) identify patterns in related multiplication and division sentences (fact families) such as $2 \times 3 = 6$, $3 \times 2 = 6$, $6 \div 2 = 3$, $6 \div 3 = 2$.

Objective 3 - The student will demonstrate an understanding of geometry and spatial reasoning.

(3.8) Geometry and spatial reasoning. The student uses formal geometric vocabulary. The student is expected to

- (A) name, describe, and compare shapes and solids using formal geometric vocabulary.

(3.9) Geometry and spatial reasoning. The student recognizes congruence and symmetry. The student is expected to

- (A) identify congruent shapes; and
- (C) identify lines of symmetry in shapes.

(3.10) Geometry and spatial reasoning. The student recognizes that numbers can be represented by points on a line. The student is expected to

- (A) locate and name points on a line using whole numbers [and fractions such as halves].

Objective 4 - The student will demonstrate an understanding of the concept and use of measurement.

(3.11) Measurement. The student selects and uses appropriate units and procedures to measure length and area. The student is expected to

- (A) estimate and measure lengths using standard units such as inch, foot, yard, centimeter, [decimeter,] and meter;
- (B) use linear measure to find the perimeter of a shape; and
- (C) use [concrete] models of square units to determine the area of shapes.

(3.12) Measurement. The student measures time and temperature. The student is expected to

- (A) tell and write time shown on traditional and digital clocks; and
- (B) use a thermometer to measure temperature.

- (3.13) Measurement. The student applies measurement concepts. The student is expected to
(A) measure to solve problems involving length, [area,] temperature, and time.

Objective 5 - The student will demonstrate an understanding of probability and statistics.

- (3.14) Probability and statistics. The student solves problems by collecting, organizing, displaying, and interpreting sets of data. The student is expected to
(A) [collect,] organize, record, and display data in pictographs and bar graphs where each picture or cell might represent more than one piece of data;

(B) interpret information from pictographs and bar graphs; and

(C) use data to describe events as more likely, less likely, or equally likely.

Objective 6 - The student will demonstrate an understanding of the mathematical processes and tools used in problem solving.

- (3.15) Underlying processes and mathematical tools. The student applies Grade 3 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to

(A) identify the mathematics in everyday situations;

(B) use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution or reasonableness; and

(C) select or develop an appropriate problem-solving strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem.

- (3.16) Underlying processes and mathematical tools. The student communicates about Grade 3 mathematics using informal language. The student is expected to

B) relate in formal language to mathematical language and symbols.

- (3.17) Underlying processes and mathematical tools. The student uses logical reasoning to make sense of his or her world. The student is expected to

(A) make generalizations from patterns or sets of examples and non-examples

Grade 4 Reading TAKS Objectives and TEKS Student Expectations

Objective 1 - The student will demonstrate a basic understanding of culturally diverse written texts.

- (4.9) **Reading/vocabulary development.** The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to

(B) draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4–5); and

(D) determine meanings of derivatives by applying knowledge of the meanings of root words such as *like*, *pay*, or *happy* and affixes such as *dis-*, *pre-*, and *un-* (4–8).

(4.10) **Reading/comprehension.** The student comprehends selections using a variety of strategies. The student is expected to

(F) determine a text’s main (or major) ideas and how those ideas are supported with details (4–8); and

(G) paraphrase and summarize text to recall, inform, or organize ideas (4–8).

Objective 2 - The student will apply knowledge of literary elements to understand culturally diverse written texts.

(4.12) **Reading/text structures/literary concepts.** The student analyzes the characteristics of various types of texts (genres). The student is expected to

(H) analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4–8); and

(I) recognize and analyze story plot, setting, and problem resolution (4–8).

Objective 3 - The student will use a variety of strategies to analyze culturally diverse written texts.

(4.10) **Reading/comprehension.** The student comprehends selections using a variety of strategies. The student is expected to

(E) use the text’s structure or progression of ideas such as cause and effect or chronology to locate and recall information (4–8);

(I) find similarities and differences across texts such as in treatment, scope, or organization (4–8); and

(L) represent text information in different ways such as in outline, timeline, or graphic organizer (4–8).

(4.12) **Reading/text structures/literary concepts.** The student analyzes the characteristics of various types of texts (genres). The student is expected to

(A) judge the internal consistency or logic of stories and texts such as “Would this character do this?”; “Does this make sense here?” (4–5);

(B) identify the purposes of different types of texts such as to inform, influence, express, or entertain (4–8);

(E) compare communication in different forms such as [contrasting a dramatic performance with a print version of the same story or] comparing story variants (2–8); and

(J) describe how the author’s perspective or point of view affects the text (4–8).

Objective 4 - The student will apply critical-thinking skills to analyze culturally diverse written texts.

(4.10) **Reading/comprehension.** The student comprehends selections using a variety of strategies. The student is expected to

(H) draw inferences such as conclusions or generalizations and support them with text evidence [and experience] (4–8); and

(J) distinguish fact and opinion in various texts (4–8).

(4.11) **Reading/literary response.** The student expresses and supports responses to various types of texts. The student is expected to

(C) support responses by referring to relevant aspects of text [and his/her own experiences] (4–8); and

(D) connect, compare, and contrast ideas, themes, and issues across text (4–8).

(4.12) **Reading/text structures/literary concepts.** The student analyzes the characteristics of various types of texts (genres). The student is expected to

(B) recognize that authors organize information in specific ways (4–5).

Grade 4 Writing TAKS Objectives and TEKS Student Expectations

Objective 1 - The student will, within a given context, produce an effective composition for a specific purpose.

(4.15) **Writing/purposes.** The student writes for a variety of audiences and purposes and in a variety of forms. The student is expected to

(A) write to express, [discover, record,] develop, reflect on ideas, and to problem solve (4–8);

(C) write to inform such as to explain, describe, [report,] and narrate (4–8);

(D) write to entertain such as to compose [humorous poems or] short stories (4–8); and

(E) exhibit an identifiable voice in personal narratives and in stories (4–5).

(4.16) **Writing/penmanship/capitalization/punctuation.** The student composes original texts, applying the conventions of written language such as capitalization, punctuation, and penmanship to communicate clearly. The student is expected to

(A) write legibly by selecting cursive or manuscript as appropriate (4–8).

(4.19) **Writing/writing processes.** The student selects and uses writing processes for self initiated and assigned writing. The student is expected to

(C) revise selected drafts by adding, elaborating, deleting, combining, and rearranging text (4–8); and

(D) revise drafts for coherence, progression, and logical support of ideas (4–8).

Objective 2 - The student will produce a piece of writing that demonstrates a command of the conventions of spelling, capitalization, punctuation, grammar, usage, and sentence structure.

(4.16) **Writing/penmanship/capitalization/punctuation.** The student composes original texts, applying the conventions of written language such as capitalization, punctuation, and penmanship to communicate clearly. The student is expected to

(B) capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4–5).

(4.17) **Writing/spelling.** The student spells proficiently. The student is expected to

(A) write with accurate spelling of syllable constructions, including closed, open, consonant before *-le*, and syllable boundary patterns (3–6);

(B) write with accurate spelling of roots such as *drink*, *speak*, *read*, or *happy*; inflections such as those that change tense or number; suffixes such as *-able* or *-less*; and prefixes such as *re-* or *un-* (4–6); and

(D) spell accurately in final drafts (4–8).

(4.18) **Writing/grammar/usage.** The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to

(A) use regular and irregular plurals correctly (4–6);

(B) write in complete sentences, varying the types such as compound and complex to match meanings and purposes (4–5);

(C) employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4–8);

(D) use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise (4–8);

(E) use prepositional phrases to elaborate written ideas (4–8);

(F) use conjunctions to connect ideas meaningfully (4–5);

(G) write with increasing accuracy when using apostrophes in contractions such as *it's* and possessives such as *Jan's* (4–8); and

(H) write with increasing accuracy when using objective case pronouns such as “Dan cooked for you and me.” (4–5).

(4.19) **Writing/writing processes.** The student selects and uses writing processes for self initiated and assigned writing. The student is expected to

(E) edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4–8); and

(H) proofread his/her own writing and that of others (4–8).

Grade 4 Mathematics TAKS Objectives and TEKS Student Expectations

Objective 1 - The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.

(4.1) **Number, operation, and quantitative reasoning.** The student uses place value to represent whole numbers and decimals. The student is expected to

(A) use place value to read, write, compare, and order whole numbers through the millions place.

(4.2) **Number, operation, and quantitative reasoning.** The student describes and compares fractional parts of whole objects or sets of objects. The student is expected to

(A) generate equivalent fractions using [concrete and] pictorial models;

(B) model fraction quantities greater than one using [concrete materials and] pictures;

(C) compare and order fractions using [concrete and] pictorial models; and

(D) relate decimals to fractions that name tenths and hundredths using models.

(4.3) **Number, operation, and quantitative reasoning.** The student adds and subtracts to solve meaningful problems involving whole numbers and decimals. The student is expected to

(A) use addition and subtraction to solve problems involving whole numbers; and

(B) add and subtract decimals to the hundredths place using [concrete and] pictorial models.

(4.4) **Number, operation, and quantitative reasoning.** The student multiplies and divides to solve meaningful problems involving whole numbers. The student is expected to

(A) model factors and products using arrays and area models;

(B) represent multiplication and division situations in picture, word, and number form;

(C) recall and apply multiplication facts through $12 \square \square 12$;

(D) use multiplication to solve problems involving two-digit numbers; and

(E) use division to solve problems involving one-digit divisors.

(4.5) **Number, operation, and quantitative reasoning.** The student estimates to determine reasonable results. The student is expected to

- (A) round whole numbers to the nearest ten, hundred, or thousand to approximate reasonable results in problem situations; and
- (B) estimate a product or quotient beyond basic facts.

Objective 2 - The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.

(4.6) **Patterns, relationships, and algebraic thinking.** The student uses patterns in multiplication and division. The student is expected to

- (B) solve division problems related to multiplication facts (fact families) such as $9 \times 9 = 81$ and $81 \div 9 = 9$; and
- (C) use patterns to multiply by 10 and 100.

(4.7) **Patterns, relationships, and algebraic thinking.** The student uses organizational structures to analyze and describe patterns and relationships. The student is expected to

- (A) describe the relationship between two sets of related data such as ordered pairs in a table.

Objective 3 - The student will demonstrate an understanding of geometry and spatial reasoning.

(4.8) **Geometry and spatial reasoning.** The student identifies and describes lines, shapes, and solids using formal geometric language. The student is expected to

- (A) identify right, acute, and obtuse angles;
- (C) identify models of parallel and perpendicular lines; and
- (D) describe shapes and solids in terms of vertices, edges, and faces

(4.9) **Geometry and spatial reasoning.** The student connects transformations to congruence and symmetry. The student is expected to

- (B) use translations, reflections, and rotations to verify that two shapes are congruent; and
- (C) use reflections to verify that a shape has symmetry

(4.10) **Geometry and spatial reasoning.** The student recognizes the connection between numbers and points on a number line. The student is expected to

- (A) locate and name points on a number line using whole numbers, fractions such as halves and fourths, and decimals such as tenths.

Objective 4 - The student will demonstrate an understanding of the concepts and uses of measurement.

(4.11) **Measurement.** The student selects and uses appropriate units and procedures to measure weight and capacity. The student is expected to

- (A) estimate [and measure] weight using standard units including ounces, pounds, grams, and kilograms; and
- (B) estimate [and measure] capacity using standard units including milliliters, liters, cups, pints, quarts, and gallons.

(4.12) **Measurement.** The student applies measurement concepts. The student is expected to

- (A) measure to solve problems involving length, including perimeter, time, temperature, and area.

Objective 5 - The student will demonstrate an understanding of probability and statistics.

(4.13) **Probability and statistics.** The student solves problems by collecting, organizing, displaying, and interpreting sets of data. The student is expected to

- (A) list all possible outcomes of a probability experiment such as tossing a coin;
- (B) use a pair of numbers to compare favorable outcomes to all possible outcomes such as four heads out of six tosses of a coin; and
- (C) interpret bar graphs.

Objective 6 - The student will demonstrate an understanding of the mathematical processes and tools used in problem solving.

(4.14) **Underlying processes and mathematical tools.** The student applies Grade 4 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to

- (A) identify the mathematics in everyday situations;
- (B) use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness; and
- (C) select or develop an appropriate problem-solving strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem.

(4.15) **Underlying processes and mathematical tools.** The student communicates about Grade 4 mathematics using informal language. The student is expected to

- (B) relate informal language to mathematical language and symbols.

(4.16) **Underlying processes and mathematical tools.** The student uses logical reasoning to make sense of his or her world. The student is expected to

- (A) make generalizations from patterns or sets of examples and non-examples.

Grade 5 Reading TAKS Objectives and TEKS Student Expectations

Objective 1 - The student will demonstrate a basic understanding of culturally diverse written texts.

(5.9) **Reading/vocabulary development.** The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to

(C) draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4–5); and

(D) determine meanings of derivatives by applying knowledge of the meanings of root words such as *like*, *pay*, or *happy* and affixes such as *dis-*, *pre-*, and *un-* (4–8).

(5.10) **Reading/comprehension.** The student comprehends selections using a variety of strategies. The student is expected to

(E) determine a text’s main (or major) ideas and how those ideas are supported with details (4–8); and

(G) paraphrase and summarize text to recall, inform, or organize ideas (4–8).

Objective 2 - The student will apply knowledge of literary elements to understand culturally diverse written texts.

(5.12) **Reading/text structures/literary concepts.** The student analyzes the characteristics of various types of texts (genres). The student is expected to

(H) analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4–8); and

(I) recognize and analyze story plot, setting, and problem resolution (4–8).

Objective 3 - The student will use a variety of strategies to analyze culturally diverse written texts.

(5.10) **Reading/comprehension.** The student comprehends selections using a variety of strategies. The student is expected to

(F) use the text’s structure or progression of ideas such as cause and effect or chronology to locate and recall information (4–8);

(G) find similarities and differences across texts such as in treatment, scope, or organization(4–8); and

(L) represent text information in different ways such as in outline, timeline, or graphic organizer (4–8).

(5.12) **Reading/text structures/literary concepts.** The student analyzes the characteristics of various types of texts (genres). The student is expected to

- (A) judge the internal consistency or logic of stories and texts such as “Would this character do this?”; “Does this make sense here?” (4–5);
- (C) identify the purposes of different types of texts such as to inform, influence, express, or entertain (4–8);
- (E) compare communication in different forms such as [contrasting a dramatic performance with a print version of the same story or] comparing story variants (2–8);
- (J) describe how the author’s perspective or point of view affects the text (4–8).

Objective 4 - The student will apply critical-thinking skills to analyze culturally diverse written texts.

(5.10) **Reading/comprehension.** The student comprehends selections using a variety of strategies. The student is expected to

- (H) draw inferences such as conclusions or generalizations and support them with text evidence [and experience] (4–8); and
- (J) distinguish fact and opinion in various texts (4–8)

(5.11) **Reading/literary response.** The student expresses and supports responses to various types of texts. The student is expected to

- (C) support responses by referring to relevant aspects of text [and his/her own experiences] (4–8); and
- (D) connect, compare, and contrast ideas, themes, and issues across text (4–8).

(5.12) **Reading/text structures/literary concepts.** The student analyzes the characteristics of various types of texts (genres). The student is expected to

- (B) recognize that authors organize information in specific ways (4–5).

Grade 5 Mathematics TAKS Objectives and TEKS Student Expectations

Objective 1 - The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.

(5.1) **Number, operation, and quantitative reasoning.** The student uses place value to represent whole numbers and decimals. The student is expected to

- (A) use place value to read, write, compare, and order whole numbers through the billions place; and
- (B) use place value to read, write, compare, and order decimals through the thousandths place.

(5.2) **Number, operation, and quantitative reasoning.** The student uses fractions in problem solving situations. The student is expected to

- (A) generate equivalent fractions;
- (B) compare two fractional quantities in problem-solving situations using a variety of methods, including common denominators; and
- (C) use models to relate decimals to fractions that name tenths, hundredths, and thousandths

(5.3) **Number, operation, and quantitative reasoning.** The student adds, subtracts, multiplies, and divides to solve meaningful problems. The student is expected to

- (A) use addition and subtraction to solve problems involving whole numbers and decimals;
- (B) use multiplication to solve problems involving whole numbers (no more than three digits times two digits without technology);
- (C) use division to solve problems involving whole numbers (no more than two-digit divisors and three-digit dividends without technology);
- (D) identify prime factors of a whole number and common factors of a set of whole numbers; and
- (E) model and record addition and subtraction of fractions with like denominators in problem-solving situations.

(5.4) **Number, operation, and quantitative reasoning.** The student estimates to determine reasonable results. The student is expected to

- (A) round whole numbers and decimals through tenths to approximate reasonable results in problem situations; and
- (B) estimate to solve problems where exact answers are not required.

Objective 2 - The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.

(5.5) **Patterns, relationships, and algebraic thinking.** The student makes generalizations based on observed patterns and relationships. The student is expected to

- (A) use [concrete objects or] pictures to make generalizations about determining all possible combinations;
- (B) use lists, tables, charts, and diagrams to find patterns and make generalizations such as a procedure for determining equivalent fractions; and
- (C) identify prime and composite numbers using [concrete] models and patterns in factor pairs.

(5.6) **Patterns, relationships, and algebraic thinking.** The student describes relationships mathematically. The student is expected to

(A) select from and use diagrams and number sentences to represent real-life situations.

Objective 3 - The student will demonstrate an understanding of geometry and spatial reasoning.

(5.7) **Geometry and spatial reasoning.** The student generates geometric definitions using critical attributes. The student is expected to

(A) identify critical attributes including parallel, perpendicular, and congruent parts of geometric shapes and solids; and

(B) use critical attributes to define geometric shapes or solids

(5.8) **Geometry and spatial reasoning.** The student models transformations. The student is expected to

(A) sketch the results of translations, rotations, and reflections; and

(B) describe the transformation that generates one figure from the other when given two congruent figures.

(5.9) **Geometry and spatial reasoning.** The student recognizes the connection between ordered pairs of numbers and locations of points on a plane. The student is expected to

(A) locate and name points on a coordinate grid using ordered pairs of whole numbers.

Objective 4 - The student will demonstrate an understanding of the concepts and uses of measurement.

(5.10) **Measurement.** The student selects and uses appropriate units and procedures to measure volume. The student is expected to

(A) measure volume using [concrete] models of cubic units

(5.11) **Measurement.** The student applies measurement concepts. The student is expected to

(A) measure to solve problems involving length (including perimeter), weight, capacity, time, temperature, and area; and

(B) describe numerical relationships between units of measure within the same measurement system such as an inch is one-twelfth of a foot.

Objective 5 - The student will demonstrate an understanding of probability and statistics.

(5.12) **Probability and statistics.** The student describes and predicts the results of a probability experiment. The student is expected to

(A) use fractions to describe the results of an experiment; and

(B) use experimental results to make predictions.

(5.13) **Probability and statistics.** The student solves problems by collecting, organizing, displaying, and interpreting sets of data. The student is expected to

(A) use tables of related number pairs to make line graphs;

(B) describe characteristics of data presented in tables and graphs including the shape and spread of the data and the middle number; and

(C) graph a given set of data using an appropriate graphical representation such as a picture or line.

Objective 6 - The student will demonstrate an understanding of the mathematical processes and tools used in problem solving.

(5.14) **Underlying processes and mathematical tools.** The student applies Grade 5 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to

(A) identify the mathematics in everyday situations;

(B) use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness; and

(C) select or develop an appropriate problem-solving strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem.

(5.15) **Underlying processes and mathematical tools.** The student communicates about Grade 5 mathematics using informal language. The student is expected to

relate informal language to mathematical language and symbols.

SCHOOL ADMISSION AND ATTENDANCE

WELCOME TO THE 2011-2012 SCHOOL YEAR!

This student and parent handbook will provide valuable information about La Vega ISD's programs, policies, opportunities, and expectations. **Please review it carefully and keep it for reference.**

We at La Vega ISD will share our vision of quality schools with you this year. When we talk about quality schools, we mean schools where students and teachers expect to attend school every day, where discipline problems rarely occur, where every student passes TAKS, where all students expect to learn and earn credits for courses, and where very few students are referred for special education. In a quality school, students, parents, and school personnel work together as a team to provide excellence for our children.

We expect courtesy to be a part of all interactions as students and school personnel commit to do quality work each day. Each student can participate in quality circle discussion groups to make suggestions as to how we can build better schools. Parents may suggest improvements to their child's teacher and principal.

Your family is an essential part of our quality school. Your children believe in the value of a good education when you help them recognize that a high level of education is important to the quality of their lives in the future. Parents and students must not risk the quality of their future by using drugs or alcohol or failing to care for their health and well-being.

We want you to know that we care deeply for each student in La Vega ISD. We believe school must be a place where all people feel love and belonging, importance and respect, freedom and choices, and a sense of self-responsibility as we have fun learning. We are working to create schools that satisfy all of those needs.

We are proud of La Vega ISD's commitment to quality for all who enter our doors. We know you share this commitment to provide the best possible education for our children.

ADMISSION

A student's parent(s) is required to live within the defined boundaries of the La Vega Independent School District if the student is to attend school within this district. Students will not be permitted to enroll at La Vega ISD until proof of residency can be established. Falsification of enrollment records is an offense under §37.10, Penal Code, and enrollment of a student under false records subjects the parent to liability for tuition or costs under TEC

§25.001(h). La Vega ISD policy does not allow for the transfer of any student from outside of La Vega ISD boundaries with the exception of full-time school district employees.

Registration for all students is conducted prior to the opening of school each year.

Parents of students must bring the following documents for registration:

- Proof of residency within the school district (such as a current utility bill)
- Proof of student's identity (birth certificate)
- Student's social security card
- Student's immunization record
- Student's transcript or report card from previous school year
- Guardianship papers (if applicable)

Parents are cautioned that late entry to school may jeopardize a student's capability to earn credit, regardless of grades earned during attendance, due to attendance laws.

ATTENDANCE

Policy EHBC, EIA, FDC, FDDJ

Regular school attendance is essential for the student to make the most of his or her education to benefit from teacher-led activities, to build each day's learning on that of the previous day, and to grow as an individual.

A student between the ages of 6 and 18 **must** attend school and District-required tutorial sessions unless the student is otherwise legally exempted or excused. A student who voluntarily attends or enrolls after his or her eighteenth birthday is required to attend each school day. However, if a student 18 or older has more than five unexcused absences in a semester, the District may revoke the student's enrollment. The student's presence on school property is then unauthorized and may be considered trespassing.

School employees must investigate and report violations of the state compulsory attendance law. A student absent from school without permission, from any class, from required special programs, such as accelerated (additional special) instruction assigned by the grade placement committee and basic skills for ninth graders, or from required tutorials, will be considered truant in violation of the law and subject to disciplinary action. Truancy may also result in assessment of a penalty by a court of law against the student and his or her parents.

Non attendance may also result in assessment of penalties by a court of law against both the student and his or her parents. A complaint against the parent may be filed in the appropriate court if the student:

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

Students enrolled in Pre-Kindergarten and Kindergarten programs do fall under the compulsory attendance law and the same consequences do apply. Parents are required to notify the school in writing of the reason for absence within 2 days or the absence will be automatically unexcused.

To receive credit in a class, a student must be in attendance for at least 90% of the days the class is offered. The actual number of days a student must attend in order to receive credit will vary, depending on whether the class is for a semester or a full year. A student who attends fewer than 90 percent of the days the class is offered cannot receive credit for the class unless the attendance committee finds that the absences are the result of extenuating circumstances, such as:

- Board-approved extracurricular activity or public performance, subject to established limitations.
- A District-approved mentorship designed to meet requirements for the Distinguished Achievement graduation program.
- Required screening, diagnosis, and treatment for Medicaid-eligible students.
- Documented health care appointment, if the student begins classes or returns to school on the same day as the appointment.
- Juvenile court proceeding documented by a probation officer.
- Absence required by state or local welfare authorities.
- Temporary absence resulting from any cause acceptable to the teacher, principal, or Superintendent, including personal illness, illness or death in the immediate family.
- Family emergency or unforeseen or unavoidable instance requiring immediate attention.
- Approved college visitations.

- Observance of holy day, including travel for that purpose.

If the attendance committee determines that there have been extenuating circumstances, it will decide how the credit may be regained. If the committee finds that there are no extenuating circumstances for the absence or if the student does not meet the conditions set by the committee to earn or regain credit, the student will not receive credit for the class. If a petition for credit is denied, the student or parent may appeal the decision to the District's Board of Trustees by completing a written request to the Superintendent.

The District provides alternatives for a student to make up work or regain credit lost because of absences. A student absent for any reason is encouraged to make up specific assignments missed and/or to complete additional in-depth study assigned by the teacher to meet subject or course requirements. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

A student absent from school for any reason, other than for a documented health care appointment, will not be allowed to participate in school-related activities on that day or evening.

A student absent from school or from any class without permission, including required tutorials, will be considered truant and subject to disciplinary action.

Students who are tardy to class will be subject to disciplinary consequences. Repeated instances of tardiness will result in more severe disciplinary action.

Students who are absent for a part of the school day should come by the attendance office to record the time of arrival and receive an admission slip prior to going to class.

Any student who leaves campus during the school day must be properly dismissed by the school office. If a parent requests an early dismissal, a note giving the date, time, reason, parent signature, and a telephone number should be presented to the school office at the student's earliest convenience. A parent must check a student out through the office prior to leaving the campus.

Students must be in class at 10:00 a.m. each school day to be considered present for that day. Parents are encouraged to schedule doctor's appointments, dentist's appointments, and other appointments after 10:00 a.m.

Parents should notify the school by 8:45 a.m. each day their child is absent. When the student returns to school they must bring a note, signed by the parent that describes the reason for the absence. Parents are required to provide a note from a doctor when the student has been absent 5 days due to an illness/accident. A note signed by the student, even with parent's permission, will not be accepted.

La Vega ISD believes strongly that regular school attendance is essential for the student to make the most of his or her education—to benefit from teacher-led activities, to build each day's learning on that of the previous day, and to grow as an individual. Administrators and teachers work diligently to keep parents informed of tardies, absences and trancies. Letters alerting parents of attendance problems will be mailed as appropriate. The District will file legal notice with the Justice of the Peace after a student has three unexcused absences or trancies within a four-week period; or after a student has ten unexcused absences within a six-month period.

BEGINNING AND ENDING TIMES

- 7:00 a.m. School building opens for early arrivals at La Vega Primary
7:15 a.m. School building opens for early arrivals at La Vega Elementary and La Vega Intermediate H.P. Miles Campus

PLEASE NOTE - The school is locked until designated opening times. **There is no supervision for children prior to designated opening times; therefore, it is not safe for students to arrive before this time.** Do not leave your children unattended before designated opening times.

- 7:30 a.m. Classes begin for La Vega Primary School
7:45 a.m. Classes begin for La Vega Elementary School
7:50 a.m. Classes begin for La Vega Intermediate School H.P. Miles Campus
2:30 p.m. Dismissal for La Vega Primary School
2:40 p.m. Dismissal for La Vega Elementary School
2:50 p.m. Dismissal for La Vega Intermediate School H.P. Miles Campus

CHANGE OF ADDRESS AND/OR TELEPHONE

Students who move must notify the school office of the new address and telephone number immediately. This new information is critical in order for the school to be able to contact the parent in case of an emergency. Proof of residency is required for address changes.

FEES AND SCHOOL SUPPLIES

Materials that are part of the basic educational program are provided without charge to a student. A student is expected to provide his/her own supplies of pencils, paper, erasers, and notebooks, and may be required to pay certain other fees or deposits, including:

- the materials for a class project that the student will keep.
- membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.
- security deposits.
- personal physical education and athletic equipment and apparel.
- voluntary purchases of pictures, publications, class rings, yearbooks, graduation announcements, etc.
- voluntary purchase of student accident insurance.
- musical instrument rental and uniform maintenance, when provided by the District.
- personal apparel used in extracurricular activities that becomes the property of the student.
- parking fees and replacement student identification badges.
- fees for lost textbooks.
- fees for lost, damaged, or overdue library books and school-owned equipment.
- fees established by the State Board for driver training courses, if offered.
- fees for optional courses offered for credit that requires the use of facilities not available on District premises.
- summer school courses offered tuition-free during the regular school year.

A fee not to exceed \$50 for costs of providing an educational program outside of regular school hours for a student who has lost credit because of absences and whose parent chooses the program in order for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a District-provided request form.

Elementary students are encouraged to bring school supplies on their first day of school. School supply lists for elementary grades can be obtained at the school's office or the District's administration building.

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.

IDENTIFICATION BADGES

All students and employees of La Vega ISD shall be required to carry an identification badge daily at school. Students in grades pre-kindergarten through six will leave their badges at school and will be required to wear them as requested by their teacher, with the exception of students in grades four – six on Fridays to attend home football games. Students in grades six and under will not be permitted to attend school-sponsored or school-related activities that occur after regular school hours without an accompanying adult.

The first identification badge will be issued to students and employees at no cost. If the badge is lost or damaged, the replacement cost is \$1.00 for the first replacement and \$5.00 for each additional replacement.

MAKE-UP WORK

Make-up assignments or tests shall be made available to students after any absence. The time allotted for completing make-up work after an absence shall be equal to the number of days absent; however, the student shall be responsible for finding out about the assignments and for satisfactorily making up the work within the allotted time.

Students shall receive credit for satisfactory make-up work after an absence, including absences as a result of suspension, but shall receive a zero for any assignment or test not made up within the allotted time.

If the student has failed to show extenuating circumstances for absences, the student may be denied credit for the class. A student denied credit may petition the attendance committee for reconsideration of the circumstances causing his/her absences. The attendance committee's decision may be appealed to the Superintendent. The District shall provide alternative ways for such students to regain credit lost because of absences unexplained by extenuating circumstances.

PARENTAL INVOLVEMENT, RESPONSIBILITIES, AND RIGHTS

Education succeeds best when there is a strong partnership between home and school, a partnership that thrives on communication. Parents are partners with teachers, administrators, and the Board and are encouraged to:

- Place a high priority on education and commit to making the most of the educational opportunities the school provides.
- Attend Board meetings to learn more about District operations, including the procedure for addressing the Board when appropriate. The La Vega I.S.D. Board of Trustees meets in regular session on the third Tuesday of each month at 7 p.m. in the District's Administration Building at 3100 Bellmead Drive.
- Review the information in the Student Handbook (including the Student Code of Conduct) with your child; and sign and return the acknowledgment form(s). Parents with questions are encouraged to contact the campus principal.
- Become familiar with all of your child's school activities and with the academic programs offered in the District. Discuss with the principal any questions, such as concerns about placement, assignment, early graduation, and the options available to your child. Monitor your child's academic progress and contact teachers as needed.
- Exercise your right to review teaching materials, textbooks, and other aids, and to examine tests that have been administered to your child.
- Review your child's student records when needed. You may review (1) attendance records, (2) test scores, (3) grades, (4) disciplinary records, (5) counseling records, (6) psychological records, (7) applications for

admission, (8) health and immunization information, (9) teacher and counselor evaluations, (10) reports of behavioral patterns, and (11) state assessment instruments administered to your child.

- If an instructional activity in which your child is scheduled to participate conflicts with your religious or moral beliefs, you may temporarily remove your child from the classroom. The removal cannot be for the purpose of avoiding a test and may not extend for an entire semester. Further, your child must satisfy grade-level and graduation requirements as determined by the school and by the Texas Education Agency.
- Become a school volunteer. For further information, contact the campus principal.
- Participate in campus parent organizations. The activities are varied, ranging from band boosters to the District and campus planning committees formulating District and campus plans to improve educational opportunities for all students. For further information, contact the campus principal.
- Grant or deny any written request from the District to make a videotape or voice recording of the child unless the videotape or voice recording is to be used for school safety; relates to classroom instruction or a cocurricular or extracurricular activity; or relates to media coverage of the school as permitted by law.
- Parents also have a right to request that your child be excused from participation in the daily recitation of the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the state flag. The request must be made in writing. State law does not allow your child to be excused from participation in the required moment of silence or silent activity that follows. See Pledges of Allegiance and a Minute of Silence.
- Parents also have a right to request that your child be excused from reciting a portion of the text of the Declaration of Independence during Celebrate Freedom Week. The request must be in writing. State law requires the recitation as part of social studies classes in grades 3-12 unless (1) you provide a written statement requesting that your child be excused, (2) the District determines that your child has a conscientious objection to the recitation, or (3) you are a representative of a foreign government to whom the United States government extends diplomatic immunity.

As a parent of a student enrolled at La Vega ISD, you have the right to know the professional qualifications of the classroom teachers who instruct your child, and Federal law requires the school district to provide you this information in a timely manner if you request it. Specifically, you have the right to request the following information about each of your child's classroom teachers:

- Whether the teacher meets the state qualifications and licensing criteria for the grades and subjects he or she teaches.
- Whether the teacher is teaching under emergency or provisional status because of special circumstances.
- The teacher's college major, whether the teacher has any advanced degrees, and the field of discipline of the certification or degree.
- Whether paraprofessionals provide services to your child and, if so, their qualifications.

If you would like to receive any of this information, please contact Al Bishop at 254-799-4963.

Parents desiring to do volunteer work on the campuses or to accompany their child on school field trips must complete an *Intern/Volunteer Data Sheet* and receive a satisfactory criminal history report prior to being eligible for either of these activities.

RELEASE OF STUDENTS FROM SCHOOL

A student will not be released from school at times other than regular dismissal hours except with the principal's permission or according to the campus sign-out procedures.

A student who will need to leave school during the day must bring a note from his or her parent that morning. A student who becomes ill during the school day should, with the teacher's permission, report to the school nurse. The nurse will decide whether or not the student should be sent home and will notify the student's parent.

Parent's must send a written notice or call the school office before 1:00 p.m. if there is a change in how the student(s) will go home. Unless the school receives a written notice or phone call, the student(s) will be sent home by their usual mode of transportation.

STUDENT RECORDS

A student's school records are confidential and are protected from unauthorized inspection or use. A cumulative record is maintained for each student from the time that the student enters the District until the student withdraws or graduates. This record moves with the student from school to school.

By law, both parents, whether married, separated, or divorced, have access to the records of a student who is a minor or a dependent for tax purposes, as do students who are 18 years of age or older. A parent whose rights have been legally terminated will be denied access to the records if the school is given a copy of the court order terminating these rights.

The principal is custodian of all records for currently enrolled students at the assigned school. The Director of Personnel and Administrative Services is the custodian of all records for students who have withdrawn or graduated. Records may be reviewed during regular school hours upon completion of the written request form. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records.

Parents of a minor or of a student who is dependent for tax purposes, the student (if 18 or older), and school officials with legitimate educational interests are the only persons who have general access to a student's records. "School officials with legitimate educational interest" include any employees, agents, or Trustees of the District, of cooperatives of which the District is a member, or facilities with which the District contracts for the placement of students with disabilities, as well as their attorneys and consultants, who are:

- working with the student;
- considering disciplinary or academic actions, the student's case, an Individual Educational Plan (IEP) for a student with disabilities under IDEA or an Individual Accommodation Plan (IAP) for a student with disabilities under Section 504;
- compiling statistical data; or
- investigating or evaluating programs.

Certain officials from various governmental agencies may have limited access to student records. The District forwards a student's cumulative records on request and without prior parental consent to a school in which a student seeks or intends to enroll, with the exception of special education records containing information about the identification, evaluation, and placement of a student with disabilities. Special education records will not be released to another school district without signed consent from a parent/guardian or adult student. Student records may also be held pending payment for lost state textbooks. Parental consent is required to release a student's records to anyone else. When the student reaches 18 years of age, only the student has the right to consent to the release of records.

The parent's or 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 teachers' personal notes on a student that are shared only with a substitute teacher, records pertaining to former students after they are no longer students in

the District, and records maintained by school law enforcement officials for purposes other than school discipline do not have to be made available to the parents or student.

A student over 18 and parents of minor students may inspect the student's records and request a correction if the records are inaccurate, misleading, or otherwise in violation of the student's privacy or other rights. If the District refuses the request to amend the records, the requestor has the right to a hearing. If the records are not amended as a result of the hearing, the requestor has thirty (30) school days to exercise the right to place a statement commenting on the information in the student's record. Although improperly recorded grades may be challenged, parents and the student are not allowed to contest a student's grade through this process. Parents or the student have a right to file a complaint with the U.S. Department of Education if it is believed that the District is not in compliance with the law regarding student records.

Copies of student records are available at a cost of \$0.10 per page, payable in advance. Parents may be denied copies of a student's records (1) after the student reaches age 18 and is no longer a dependent for tax purposes; (2) when the student is attending an institution of post-secondary education; (3) if the parent fails to follow proper procedures and pay the copying charge; or (4) when the District is given a copy of a court order terminating the parental rights. If the student qualifies for free or reduced-priced meals and the parents are unable to view the records during regular school hours, upon written request of the parent, one copy of the record will be provided at no charge.

Certain information about District students is considered directory information and will be released to anyone who follows procedures for requesting it, unless the parent/guardian objects to the release of any or all directory information about the student. This objection must be made in writing to the principal within ten (10) school days after the issuance of this handbook. Directory information includes:

- Student name
- Address
- Telephone number
- Date and place of birth
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Dates of attendance
- Awards received in school
- Most recent previous school attended
- Photos/videos of my child to be used in newspapers, newsletters, media spots, promotional and marketing materials, and publications, including District and campus web pages

Parents of a student with disabilities who has been provided special education services by the District will be notified when any information that specifically identifies the student is no longer needed. If the parent requests destruction of the information and the time established by law for retention has expired, the records will be destroyed. However, if the retention period established by law has not expired, the material will be deleted from the records, but the records will be maintained until the time has expired.

TARDIES

Students are encouraged to plan and prepare so that they can avoid being tardy to class. **Classroom instruction begins at 7:30 a.m. at La Vega Primary School, 7:45 a.m. at La Vega Elementary School, and 7:50 a.m. at La Vega Intermediate School H.P. Miles Campus.** Students shall be considered tardy at the following times **7:45 a.m. at La Vega Primary School and 8:00 am at La Vega Elementary and Intermediate schools.**

Parents of students who are repeatedly tardy for school will be contacted by the school.

1st, 2nd, 3rd tardy – parent contact by teacher

4th, 5th, 6th tardy – letter home from campus administrator
7th tardy – equivalent of one unexcused absence

STUDENT HEALTH

ACCIDENT INSURANCE

Under state law, the District cannot pay for medical expenses associated with a student's injury. The District does make available, however, optional, low-cost accident insurance program for students to assist parents in meeting medical expenses. A parent who desires coverage for his or her child will be responsible for paying insurance premiums and for submitting claims. For more information, contact Gail Souders at 799-4963.

COMMUNICABLE DISEASES/CONDITIONS

Policy FFAD

Parents of students with a communicable or contagious disease are asked to telephone the school nurse or principal so that other students who have been exposed to the disease may be alerted. Students with certain diseases are not allowed to come to school when the disease is contagious. These diseases include:

Amebiasis	Hepatitis (viral A, B, or C)	Rubella (German Measles)
Campylobacteriosis	Impetigo	including congenital
Chickenpox	Infectious mononucleosis	Salmonellosis, including
Common cold with fever	Influenza	typhoid fever
Fifth disease	Measles	Scabies
(Erythema Infectiosum)	Meningitis, Bacterial	Shigellosis
Gastroenteritis, Viral	Mumps	Streptococcal disease, invasive
Giardiasis	Pinkeye (Conjunctivitis)	Tuberculosis, Pulmonary
Head Lice (Pediculosis)	Ringworm of the scalp	Whooping Cough (Pertussis)

DRILLS - FIRE, TORNADO, AND OTHER EMERGENCIES

From time to time, students, teachers, and other District employees will participate in drills of emergency procedures. When the alarm is sounded, students should follow the directions of teachers or marshals quickly, quietly, and in an orderly manner. Emergency bell signals and evacuation routes will be prominently posted in each classroom.

EMERGENCY MEDICAL TREATMENT

If a student should have a medical emergency at school or a school-related activity when the parent cannot be reached, the school will need to have written parental consent to obtain emergency medical treatment. Therefore, parents are asked each year to complete an emergency care consent form. Parents should keep emergency care information (name of doctor, emergency phone numbers, allergies to medications, etc.) up-to-date: having current information will be of critical importance should an accident or injury occur that requires medical attention.

Parents must provide the school with names, addresses, and phone numbers of at least three persons whom the school can contact in case of an emergency when the parent cannot be reached. Should the emergency contact person change, parents should likewise notify the school office immediately.

HEALTH SERVICES

A licensed school nurse or health aide is available for all students in La Vega ISD. Each school provides a separate room for students who are ill and must leave the classroom.

ILLNESS AT SCHOOL

A student who becomes ill during the school day should, with the teacher's permission, report to the school nurse. The nurse will decide whether or not the student should be sent home and will notify the student's parents.

A student with a temperature of 100 F or greater will be sent home and should not return to school until fever free for 24 hours without the use of fever reducing medications.

IMMUNIZATION

Policy FFAB

All students must be immunized against certain diseases or must meet the requirements for exclusions from immunization requirements as established by Texas Department of Health. Exclusions from compliance are allowable on an individual basis for medical contraindications, reasons of conscience, including a religious belief, and active duty with the armed forces of the United States.

To claim exclusion for reasons of conscience, including a religious belief, the child's parent or legal guardian must present a signed affidavit form to the school. The affidavit will be valid for a two-year period. To obtain an affidavit, a written request must be submitted through the U.S. Postal Service, commercial carrier, fax or by hand-delivery to:

TDH Bureau of Immunization & Pharmacy Support
1100 West 49th Street
Austin, Texas 78756

Affidavit form requests will be processed and mailed within one week from the receipt of the request. The letter must include the following information:

- Full name of each child for whom a form is requested (first, middle, and last);
- Date of birth of each child for whom a form is requested;
- Parent or legal guardian's complete return mailing address, including zip code;
- Number of forms needed for each child (not to exceed five forms per child)

For more information on immunization requirements, please contact the Immunization Division at (512) 458-7284, or visit website at www.ImmunizeTexas.com. In order for a child to be exempt from one or more vaccinations for medical reasons, the parent must provide the school with a certificate signed by a physician, registered and licensed to practice medicine in Texas. The certificate must state that, in the physician's opinion, the immunization required would be injurious to the child's health and well-being or to any of the child's family or household

members. Unless a lifelong condition is specified, that certificate is valid for one year from the date signed by the physician and must be renewed every year for the exclusion to remain in effect.

**Immunization Requirements 2010-2011 School Year
Reference Guide**

3 year olds and 4 year olds (PRE K)

4 doses of DTP, DTaP, DT

3 doses of Polio

1 dose of MMR on/after 1st birthday

1 dose of HIB on/after 15 months OR 3 doses with the 3rd dose given on/after 1st birthday, and at least 2 months since dose #2

1 dose of PCV7* on/or after 24 months of age OR 4 doses of PCV7 with one given after 1st birthday (see PCV-7 schedule)

3 doses of Hepatitis B

1 dose of varicella on/after 1st birthday (if the child has NOT had chickenpox)

2 doses of Hepatitis A

✓ **HIB and PCV7 not routinely recommended to children \geq 5 years of age.**

Kindergarten – Third Grade

2 doses of Hepatitis A entering Kinder

5 doses of DTP, DTaP, DT with one on/after 4th birthday OR 4 doses if one dose is on/after the 4th birthday

4 doses of Polio with one on/after 4th birthday OR 3 doses if one dose is on/after 4th birthday

2 doses of Measles, Mumps, Rubella (MMR)

3 doses of Hepatitis B

2 doses of varicella entering Kinder

Fourth Grade – Twelfth Grade

1 dose Tdap entering 7th grade

1 dose Meningococcal entering 7th grade

3 doses of DTP, DTaP, DT, Td with one on/after the 4th birthday, one dose of Td is required within the last 10 years.

4 doses of Polio with one on/after 4th birthday OR 3 doses if one dose is on/after 4th birthday**

2 doses of Measles, 1 dose Mumps and 1 dose Rubella on/after the 1st birthday

3 doses of Hepatitis B

2 doses of varicella entering 7th grade

✓ Doses of DTaP/Polio administered month of or prior to 4th birthday are acceptable for students in 5- 12th grade

✓ Does not need a dose of Polio after the 4th birthday **IF** 4 doses of clearly documented combination IPV and OPV were given before 4 years of age.

✓ 2 doses of adult formulation Hepatitis B administered to a child 11-15 years old is acceptable if manufacturer and mL are clearly documented.

This chart summarizes the vaccine requirements in Title 25 Health Services, §§ 97.61-97.72 of the Texas Administrative Code. This chart is not intended as a substitute for consulting the Texas Administrative code, which has other provisions and details.

All vaccine doses administered less than or equal to four days before the minimum interval of age shall be counted as valid.

* Other Schedules may apply

** Polio not required for students 18 years or older

*** Two doses of varicella are required if child is \geq 13 years old when 1st dose is given

MEDICATION

Policy FFAC

If possible, medication should be administered by parents at home. Students are only permitted to self mediate for allergic reactions. If the student needs to take medication during school hours, the following procedures will apply.

PRESCRIPTION medication may be given at school ONLY under the following guidelines:

- The medication must be brought to school in a container appropriately labeled by the pharmacy or physician with the student's name, name of the drug, directions concerning dosage, and the duration period.
- Written request and permission from the parent/guardian must accompany the medication.
- If medication is to be given all year, a doctor's statement is required at the beginning of the year.
- Medication must be left with the school nurse or nurse's aide.
- Students may carry an asthma inhaler only if written authorization by physician and parent is on file each school year.

NONPRESCRIPTION medication may be given at school ONLY under the following guidelines:

- Nonprescription medication must be brought to school in the original container and shall be left with the school nurse or health aide. Students are not allowed to carry or administer medication.
- Written request and permission from the parent/guardian must accompany the medication and contain instructions concerning dosage. Nonprescription medication should be age-appropriate (for example, medication which asks the consumer to consult a physician before administration of the medication to a child under a certain age).
- Nonprescription medication will be kept for one week only, unless a doctor's statement is obtained.

PEDICULOSIS (HEAD LICE)

The control of pediculosis is a difficult problem in some schools. An organized treatment and control program can reduce the incidence of pediculosis in school children.

In La Vega ISD, spot checks by the school nurse or health aide may be done on some rooms and/or on some specific children. At the request of the teacher, an entire classroom may be checked by the school nurse. Any student found with head lice or excessive nits will be sent home **immediately**. The student's hair must be treated with a special medicated shampoo. Proof of treatment must accompany the student for re-admittance. The student's hair must be checked and cleared by the school nurse or health room aide prior to returning to class. To obtain approval to return to class, the student's hair must be free of lice and show a significant reduction of nits.

Any student sent home with lice will be excused one (1) school day. Any additional absences related to head lice will be **unexcused**.

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 most common and the least serious. Bacterial meningitis is

the most common form of serious bacterial infection with the potential for serious, long-term complications. It is an uncommon disease, but requires urgent treatment with antibiotics to prevent permanent damage or death.

WHAT ARE THE SYMPTOMS?

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

Children (over 1 year old) and adults with meningitis may have a severe headache, high temperature, vomiting, sensitivity to bright lights, neck stiffness or joint pains, and drowsiness or confusion. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body.

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

HOW SERIOUS IS BACTERIAL MENINGITIS?

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

HOW IS BACTERIAL MENINGITIS SPREAD?

Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. The germs live naturally in the back of our noses and throats, but they do not live for long outside the body. They are spread when people exchange saliva (such as by kissing; sharing drinking containers, utensils, or cigarettes.)

The germ **does not** cause meningitis in most people. Instead, most people become **carriers** of the germ for days, weeks or even months. The bacteria rarely overcome the body's immune system and causes meningitis or another serious illness.

HOW CAN BACTERIAL MENINGITIS BE PREVENTED?

Do not share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss. While there are vaccines for some other strains of bacterial meningitis, they are used only in special circumstances. These include when there is a disease outbreak in a community or for people traveling to a country where there is a high risk of getting the disease. Also, a vaccine is recommended by some groups for college students, particularly freshmen living in dorms or residence halls. The vaccine is safe and effective (85-90%). It can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within 7 to 10 days after the vaccine is given and lasts for up to 5 years.

WHAT YOU SHOULD DO IF YOU THINK YOU OR A FRIEND MIGHT HAVE BACTERIAL MENINGITIS?

Seek prompt medical attention.

FOR 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 Texas Department of Health office to ask about meningococcal vaccine. Additional information may also be found at the web sites for the Centers for Disease Control and Prevention: www.cdc.gov and the Texas Department of Health: www.tdh.state.tx.us.

Health-Related Matters

Physical Activity for Students in Elementary Grades

For information regarding the District's adopted policies regarding elementary student physical activity requirements, please see campus principal. See policy EHAB.

For information regarding the District's School Health Advisory Council, including the number of meetings scheduled or held during the year, please see Special Programs Director. Information regarding vending machines in District facilities and student access to the machines is available from the campus principal.

The District and its staff strictly enforce prohibitions against the use of tobacco products by students and others on school property or at school-sponsored or school-related activities. See the Student Code of Conduct and policy GKA.

REPORTING CHILD ABUSE

The District shall follow state law governing child abuse. Any teacher, administrator, or other employee who has cause to believe that a child's physical or mental health/welfare has been or may be adversely affected by abuse or neglect shall make such reports as required by law.

SAFETY

Student safety on campus or at school-related events is a high priority of the District. With safety in mind, the District has implemented safety procedures. However, the District can address only part of the challenge, the essential remaining part is the cooperation of students, including:

- avoiding conduct that is likely to put the student or other students at risk;
- following the Student Code of Conduct and any additional rules for behavior and safety set by the principal or teachers;
- remaining alert to and promptly reporting safety hazards, such as intruders on campus;
- knowing emergency evacuation routes and signals;
- following immediately the instructions of teachers, bus drivers, or other District employees who are seeing to the welfare of students.

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

CURRICULUM AND INSTRUCTION

COMPUTER ACCESS - ACCEPTABLE USE & CODE OF CONDUCT

Policy CQ

To prepare students for an increasingly computerized society, the District has made a substantial investment in computer technology for instructional purposes. Use of these resources is restricted to students working under a teacher's supervision and for approved purposes only. Students and parents will be asked to sign a user agreement regarding use of these resources; violations of this agreement may result in withdrawal of privileges and other disciplinary action.

Students and parents should be aware that electronic communications – email – using District computers are not private and may be monitored by District staff.

A copy of the agreement follows:

La Vega I.S.D. Student/Parent Electronic Information Resource Agreement Terms and Conditions of this Agreement

These policies shall apply to:

1. Users of electronic information resources, which are utilized with equipment located in the LVISD.
2. Users who obtain their access privileges through association with LVISD.
3. Electronic information resources include (but are not limited to) CD-ROMs, videodiscs, multimedia, on-line services, software, videocassettes and electronic mail.

Personal Responsibility

I agree to report misuse of the network to the Technology Department. Misuse can come in many forms, including but not limited to, sending or receiving material that exhibits or suggests pornography, unethical or illegal behavior; using racist, sexist or inappropriate language; or violating the guidelines set forth below.

Acceptable Use Guidelines

The use of electronic information resources must be in support of education, research and the educational goals and objectives of LVISD.

1. I will use electronic information resources for educational purposes only.
2. I agree not to submit, publish, display, or retrieve any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material.
3. I will abide by all copyright regulations.
4. I will not reveal home addresses or personal phone numbers of others.
5. I understand that electronic mail is not private.
6. I will not use the electronic information resources in any way that would disrupt use by others.
7. I understand that many services and products are available for a fee and acknowledge that I am responsible for any expenses incurred. Failure to pay for expenses may result in denial of my privileges.
8. I will not use the electronic information resources for any commercial purposes.
9. I will not attempt to harm, modify or destroy hardware or software, or interfere with system security.
10. I agree to accept financial responsibility for any intentional harm to the system.
11. I will abide by the regulations established by the District regarding use and access of the electronic information resources.
12. I will follow all rules of the LVISD Student Code of Conduct while using electronic information resources.

Rights of the System Administrator

1. LVISD reserves the right to log the use of all systems and monitor fileserver space utilization. Should it become necessary, files may be deleted.
2. The System Administrator may close an account at any time.
3. LVISD is not responsible for any service interruptions, changes, or consequences arising therefrom, even if these arise from circumstances under the control of the District.
4. LVISD makes no warranties of any kind, whether expressed or implied regarding use of the electronic information resources. Service is provided on an "as is, as available" basis. The District is not responsible for the accuracy of information received.
5. LVISD reserves the right to establish such rules and regulations as may be necessary for the efficient operation of the electronic information systems.

Consequences

The use of the electronic information resources is a privilege, not a right; and may be revoked in accordance with Policy CQ (Local) and Policy CQ (Regulation). Infractions of the provisions set forth in this Electronic Information Resource Agreement or the policies and regulations established pursuant to the Agreement may result in suspension or termination of access privileges and/or appropriate disciplinary action. Additionally, activities in violation of state and federal statutes will be subject to prosecution by those authorities.

The user of electronic information resources agrees to accept full responsibility for his/her use and will hold the District harmless for any damages resulting from use of the resources, whether that injury or damage is to the user or to another person.

CONFERENCES

Students and parents may expect teachers to request a conference (1) if the student is not maintaining passing grades or achieving the expected level of performance; (2) if the student presents any other problem to the teacher/principal; or (3) in any other cases the teacher/principal considers necessary.

A student or parent who wants information or wants to raise a question or concern is encouraged to confer with the appropriate teacher, counselor, or principal. A parent/guardian who wishes to confer with a teacher may call the school office for an appointment during the teacher's conference period or request that the teacher call the parent during the conference period or at another mutually convenient time.

CREDIT BY EXAMINATION

With Prior Instruction

Policy EEJA, EEJB

A student who has received prior instruction in a course or subject but did not receive credit for it may be permitted by the District to earn credit by passing an examination on the essential knowledge and skills defined for the course or subject. To receive credit, a student must score at least 70 on the examination. The attendance review committee may allow a student with excessive absences to receive credit for a course by passing an examination.

A student may not use this examination, however, to regain eligibility to participate in extracurricular activities.

A student will be permitted to take an examination to earn credit for an academic course for which the student has no prior instruction. LVISD provides these exams at no charge on the dates listed during the 2011-2012 school year:

June 12, 2012 – June 15, 2012

The passing score required to earn credit on an examination for acceleration is 90.

A student planning to take an examination for acceleration with the counselor no later than 30 days prior to the scheduled testing date. The District will honor a request by a parent to administer a test purchased by the parent from a State Board approved university.

GRADING & REPORT CARDS

The District shall determine instructional objectives that relate to the Texas Essential Knowledge and Skills for grade level subjects or courses. These objectives shall address the skills needed for successful performance in the next grade or next course in a sequence of courses.

Teachers follow grading guidelines approved by the principal that have been designed to reflect each student's academic achievement for the grading period, semester, or course. State law provided that a test or course grade issued by a teacher cannot be changed unless the Board determines that the grade was arbitrary or contains an error, or the teacher did not follow the District's grading policy. The Board's decision is not subject to appeal. See policies at EIA.

Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that the student's performance indicates the level of mastery of the designated District objectives. The student's level of mastery shall be a major factor in determining the grade for a subject or course.

The school year is divided into two semesters of three six-week instructional periods each. Report cards will be issued to parents at the end of every six-week instructional period. Parents are asked to sign this report card and return it immediately. If a student's grades are below 70 or Incomplete (I) in any subject, parents are asked to schedule a parent-teacher conference as soon as possible. The report card will state whether tutorials are required or only recommended for a student who receives a grade below 70 in a class or subject.

In content areas tested on TAKS grades 3-6, 10% of the grade will be determined from the score on TAKS.

At the end of the first three weeks of each grading period, parents will be notified if a student's grade average is near or below 70 or below the student's expected level of performance in any subject. Parents will receive a written progress report conveying this information. These progress reports should be signed by the parent and returned to school immediately. Achievement shall be reported as:

PK-K

E = Excellent	(90-100)
S = Satisfactory	(80-89)
N = Needs to Improve	(70-79)
U = Unsatisfactory	(Below 70)

1st – 6th Grade

Number grades or I (Incomplete) for the core academic subjects of language arts (reading, writing, spelling, English, handwriting), mathematics, science, and social studies. The following numeric/letter equivalencies shall be used:

Grade of 90 - 100	=	A
Grade of 80 - 89	=	B
Grade of 70 - 79	=	C
Below 70	=	Failing

Letter grades for the fine arts (music, theater arts, art), health, and physical education. These letter grades will appear as:

- E - Excellent
- S - Satisfactory
- N - Needs Improvement
- U - Unsatisfactory

HOMEWORK

La Vega ISD supports the assignment of homework based on the following principles:

- Homework is a necessary part of the instructional process that begins in the classroom, extends into the home, and provides a way for parents to become aware of the instructional program and their child's educational program.
- Homework enriches and strengthens classroom experiences. New concepts are introduced in class -- not in homework assignments.
- Homework improves students' ability to work independently and become self-directed in the learning process.
- Homework provides opportunities for students to make independent and stimulating discoveries.
- Homework is not used as a disciplinary measure.
- Homework assignments can be completed in a reasonable time, taking into consideration other courses and activities.

HUMAN SEXUALITY INSTRUCTION

In accordance with Senate Bill 1 Section 28.004, the District's Health Education Advisory Council, representative of parents, teachers, and administrators from all LVISD schools, has reviewed all materials used in instruction related to human sexuality, sexually transmitted diseases, or human immunodeficiency virus or acquired immunodeficiency syndrome. The committee, a majority of whom are parents, is charged with recommending appropriate materials, content and appropriate time to be spent in instruction on human sexuality and related subjects. The Board of Trustees adopts guidelines for the District's Health Curriculum.

Each parent will receive notice when this instruction is planned and may request an alternative assignment for their child. The materials used to teach the health curriculum are available for review at each campus. If a parent wishes to review the materials, the counselor or principal of the campus can assist.

PHYSICAL EDUCATION

Each parent may request a copy of their child's fitness assessment results by contacting their campus counselor.

PROMOTION, RETENTION, AND PLACEMENT

Policy EHBC, EI, EIE

A student may be promoted only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level. To earn credit in a course, a student must receive a grade of 70 based on course-level or grade-level standards.

Please be aware that the new requirements effective for third graders in the 2002-2003 school year, for fifth graders in the 2004-2005 school year, and for eighth graders in the 2007-2008 school year will condition promotion on the student's satisfactory performance on the TAKS examinations. Students who do not perform satisfactorily will have opportunities to participate in special instructional programs designed to help them improve their performance.

Grade K

Kindergarten students shall be promoted to first grade if they have an average of N or above in language arts and mathematics, *and* have reached the level of "developed" on six of the eight tasks assessed on the Texas Primary Reading Inventory (TPRI).

At the request of a kindergarten student's parents or at the request of the school administrator, a grade placement committee shall be convened to consider extenuating factors and/or other data related to the promotion/retention of a student. The grade placement committee shall consist of the principal or designee, the student's parent or guardian, and the student's teacher.

Grades 1st – 6th

A student is promoted from one grade to the next on the basis of academic achievement. Students should have an overall average of 70 or above which is derived by averaging the final numerical grades for language arts, mathematics, social studies, and science. In addition, a student should attain an average of 70 or above in the language arts and mathematics subject areas.

The parent of any student who is being retained shall be notified. The District strives to establish programs designed to reduce the retention of students at a grade level. The District's optional extended-year program was implemented as an alternative to retention.

A student who attends an extended-year program must attend at least 90 percent of the program days and meet the academic proficiency standards of the course or grade level in order to be promoted. Information regarding the District's extended-year program can be obtained from your campus principal.

La Vega I.S.D. honors the grade level placement of the student's former school.

Students who take the TAKS test will have the score count as 10% of their grade in the tested subject or subjects. Students will receive a 0 if they have cheated on the test.

TAKS TESTING

In addition to routine testing and other measures of achievement, students at certain grade levels will take state assessment tests:

- Reading and Mathematics: Each year in grades 3 through 9
- Writing: Grade 4 and grade 7
- Social studies Grade 8
- Science Grade 5 and 8

Prior to receiving a high school diploma and participating in the graduation ceremony, students must successfully pass exit-level tests in reading, writing, and mathematics. Test results will be reported to students

and parents; parents may review an assessment test that has been given to their child. Certain students, such as students with disabilities and students with limited English proficiency, are eligible for exemptions, accommodations, or a deferment. For more information, see the principal, counselor, or Director of Elementary Education.

The Texas Assessment of Knowledge and Skills (TAKS) tests and the Texas Assessment of Academic Skills (TAAS) retest will be administered on the following dates:

October 18-21	State Assessment	TAKS
March 5-9	State Assessment	STAAR
March 26-31	State Assessment	STAAR/STAAR MODIFIED
April 23-28	State Assessment	STAAR/TAKS
May 7-19	State Assessment	STAAR
July 9-13	State Assessment	STAAR/TAKS

TEXTBOOKS

State-approved textbooks are provided free of charge for each subject or class. Books must be covered by the student, as directed by the teacher, and treated with care. A student who is issued a damaged book should report that fact to the teacher. Any student failing to return a book issued by the school loses the right to free textbooks until the book is returned or paid for by the parent. However, a student will be provided textbooks for use at school during the school day.

TRAVEL / SCHOOL-SPONSORED

Students who participate in school-sponsored trips are required to ride in transportation provided by the school to and from the event. However, the principal may make an exception to this requirement under the following circumstances:

- the parent personally requests that the student be permitted to ride with the parent; or
- on the day before the scheduled trip, the parent presents a written request that the student be permitted to ride with an adult designated by the parent.

Students will not be permitted to ride in other student's vehicles.

The Student Code of Conduct will be enforced on all school-sponsored or school-related trips.

TUTORIALS

Tutorial programs are available on each campus for those students who require additional instruction. Students whose academic performance is below expectations may be required to attend tutorial sessions until such time as their academic performance reaches an acceptable level.

STUDENT CODE OF CONDUCT

PURPOSE

The purpose of the Student Code of Conduct is to communicate the expectations of the La Vega ISD Board, administrators, and staff regarding student conduct. All students are entitled to enjoy the basic rights of citizenship recognized and protected by law for persons of their age and maturity. It is the belief of this school district that the rights of students can be protected only as long as an atmosphere of organization and cooperation exists in the classroom and at school-related functions. Students are expected to respect the rights and privileges of other students, teachers, and District staff. The Student Code of Conduct contains the District's standards of conduct in an effort to fully inform students and parents of the expectations of the District. However, it does not encompass all issues related to student discipline. The District may also impose campus or classroom rules prohibiting such things as gum chewing, paper wad throwing, or running in the halls. Campus and classroom rules will always be clearly posted in the classrooms or other campus locations.

Students with disabilities are subject to applicable state and federal law in addition to the Student Code of Conduct. To the extent any conflict exists, state and/or federal law will prevail.

Parental questions or complaints regarding disciplinary measures should be address to the teacher or campus administration, as appropriate and in accordance with Policy FNG (LOCAL). A copy of this policy may be obtained from the principal's office or the central administration office.

STANDARDS FOR STUDENT CONDUCT

Schools are places of learning. For individual students and schools as a whole to succeed, courtesy, respect, and diligence are essential and are required. In general, each student is expected to:

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

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

The District has disciplinary authority over a student:

1. During the regular school day and while the student is going to and from school on District transportation;
2. During lunch periods in which a student is allowed to leave campus;
3. While the student is participating in any activity during the school day on school grounds;
4. Within 300 feet of school property;
5. While the student is in attendance at any school-related activity, regardless of time or location;
6. For any school-related misconduct, regardless of time or location; (this includes school social events to which a student brings a guest. Guests are expected to observe the same rules as students attending the event, and the persons inviting the guest will share responsibility for the conduct of the

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

7. When retaliation against a school employee or volunteer occurs or is threatened, regardless of time or location;
8. When the student commits a felony, as provided by Texas Education Code §37.006; and
9. When criminal mischief is committed on or off school property or at a school-related event.

The District has the right to search a vehicle driven to school by a student and parked on school property whenever there is reasonable cause to believe it contains articles or materials prohibited by the District. Additionally, the District has the right to search a student's locker whenever there is reasonable cause to believe it contains articles or materials prohibited by the District.

The District has the right to revoke the transfer of a transfer student for violating the District's Student Code of Conduct.

In general, discipline will be designed to correct student misconduct and to encourage all students to adhere to their responsibilities as citizens of the school community. Disciplinary action will draw on the professional judgment of teachers and administrators and on a range of discipline management techniques. Disciplinary action will be correlated to the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, the effect of the misconduct on the school environment, and statutory requirements. Because of these factors, discipline for a particular offense (unless otherwise specified by law) may bring into consideration varying techniques and responses.

CAMPUS OR CLASSROOM RULES

The District may impose campus or classroom rules in addition to those found in the Student Code of Conduct. These rules may be posted in classrooms or given to the student and may or may not constitute violations of the Student Code of Conduct. A student who violates campus or classroom rules that are not Student Code of Conduct violations may be disciplined by one or more of the discipline management techniques listed below. For these violations that are not violations of the Student Code of Conduct, the teacher is not required to make a Student Code of Conduct violation report, and the principal is not required to notify parents.

LEVELS OF INAPPROPRIATE STUDENT BEHAVIOR

Inappropriate student behavior will fall into one of the following levels:

LEVEL 1: Includes lesser violations of the Student Code of Conduct, routine office referrals, removal by a teacher (discretionary-informal); and/or removal by a teacher (discretionary-formal).

LEVEL 2: Includes violations resulting in mandatory removal by a teacher, mandatory placement in a disciplinary Alternative Education Program (AEP), emergency placement in a disciplinary AEP, and/or emergency expulsion for a period not to exceed three (3) school days.

LEVEL 3: Includes violations resulting in expulsion and referral to authorized officer of the juvenile court.

Each of the levels is defined in the following pages. Information regarding the inappropriate behaviors that fall into each of the levels, **minimum** possible disciplinary consequences, duration of disciplinary consequence(s), procedural requirements, and any restrictions for extracurricular activities and/or school-related events are detailed for each level.

LEVEL 1 VIOLATIONS

Include lesser violations of the Student Code of Conduct, routine office referrals, removal by a teacher (discretionary-informal) and/or removal by a teacher (discretionary-formal)*.

LEVEL 1 VIOLATIONS INCLUDE:

- 1.1 Cheating or copying the work of another
- 1.2 Throwing objects that can cause bodily injury or property damage
- 1.3 Leaving school grounds or school-sponsored events without permission
- 1.4 Directing profanity, vulgar language, or obscene gestures toward other students or district employees (Police will be notified, and a citation may be given.)
- 1.5 Scuffling or fighting
- 1.6 Stealing from students, staff, or the school
- 1.7 Damaging or vandalizing property owned by others
- 1.8 Defacing or damaging school property – including textbooks, furniture, and other equipment – with graffiti or by other means
- 1.9 Possessing fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device
- 1.10 Possessing or selling “look-alike” weapons
- 1.11 Possessing air guns or BB guns
- 1.12 Possessing mace or pepper spray
- 1.13 Possessing or using articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists
- 1.14 Gambling
- 1.15 Making false threats, hoaxes, or accusations regarding school safety
- 1.16 Violating safety rules as communicated in the student handbook or campus or classroom rules
- 1.17 Disobeying school rules about conduct on buses
- 1.18 Hazing
- 1.19 Failing to comply with directives given by school personnel
- 1.20 Committing extortion, coercion, or blackmail (obtaining money or another object of value from an unwilling person)
- 1.21 Forcing an individual to act through the use of force or threat of force
- 1.22 Committing or assisting in a robbery or theft that does not constitute a felony according to the Texas Penal Code
- 1.23 Name-calling, ethnic or racial slurs, or derogatory statements that school officials have reason to believe will substantially disrupt the school program or incite violence
- 1.24 Engaging in any misbehavior that gives school officials reasonable cause to believe that such conduct will substantially disrupt the school program or incite violence
- 1.25 Engaging in inappropriate physical or sexual contact
- 1.26 Engaging in conduct that constitutes sexual harassment or sexual abuse whether the conduct is by word, gesture, or any other sexual conduct, including requests for sexual favors
- 1.27 Inappropriate or indecent exposure of a student’s private body parts
- 1.28 Possessing or using matches or a lighter
- 1.29 Possessing, smoking, or using tobacco products
- 1.30 Possessing or selling look-alike drugs or items attempted to be passed off as drugs and contraband
- 1.31 Possessing, using, giving, or selling paraphernalia related to any prohibited substance
- 1.32 Possessing a paging device or cellular telephone

- 1.33 Possessing or using a laser pointer for other than an approved use
- 1.34 Violating computer use policies, rules, agreements signed by the student, and/or agreements signed by the student's parent or guardian
- 1.35 Using the Internet to threaten students, employees, or cause disruption to the educational program
- 1.36 Sending or posting messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal
- 1.37 Engaging in verbal or written exchanges that threaten the safety of another student, school employee, or school property
- 1.38 Possessing published or electronic material that is designed to promote or encourage illegal behavior or could threaten school safety
- 1.39 Possessing material that is pornographic
- 1.40 Violating dress or grooming standards as communicated in the student handbook or by sponsors of extracurricular activities
- 1.41 Violating extracurricular standards of behavior
- 1.42 Repeatedly violating other communicated campus or classroom standards of behavior
- 1.43 Repeatedly interfering with the teacher's ability to teach his/her class, as documented by the teacher*
- 1.44 Behaving so unruly, disruptive, or abusive that the teacher cannot teach his/her class, as documented by the teacher*

CONSEQUENCES FOR A LEVEL 1 VIOLATION INCLUDE:

- Verbal correction
- Cooling-off time or "time-out"
- Seating changes within the classroom
- Counseling by teachers, counselors, other school personnel, or administrative personnel
- Parent-teacher conferences, telephone calls, and/or letters
- Temporary confiscation of items that disrupt the educational process
- Grade reductions as permitted by Policy EIA (LOCAL)
- In-school/on-campus suspension
- Out-of-school suspension
- Demerit(s)
- Behavioral contracts
- Disciplinary referral to the principal/assistant principal
- Detention
- Assigned school duties other than class tasks
- Removal to an assigned area
- Withdrawal of privileges, such as participation in extra-curricular activities and eligibility for seeking and holding honorary offices, and/or membership in school-sponsored clubs or organizations
- Techniques or penalties identified in individual student organizations' extracurricular standards of behavior
- Withdrawal or restriction of bus privileges
- School-assessed and school-administered probation
- Corporal punishment in accordance with Policy FO (LOCAL)
- Referral to an outside agency and/or legal authority for criminal prosecution in addition to disciplinary measures imposed by the District
- Placement in disciplinary Alternative Education Program (AEP)

The discipline management techniques outlined above may be used -- alone or in combination -- for misbehavior violating campus or classroom rules that may not be violations of the Student Code of Conduct.

DURATION OF DISCIPLINARY CONSEQUENCES FOR A LEVEL 1 VIOLATION

The duration of the disciplinary consequence for a Level 1 violation will be determined by the principal or other appropriate administrator with the following exceptions:

- A student shall not be placed in in-school/on-campus suspension for a period longer than ten (10) days without review by the campus principal or other appropriate administrator.
- Out-of-school suspension shall be for a period no longer than three (3) school days per violation.
- A student who accumulates three (3) Level 1 violations, each of which result in a demerit being given, may be placed in a disciplinary Alternative Education Program (AEP).
- Placement in a disciplinary AEP shall not exceed 120 days, without prior review by the campus principal or other appropriate campus administrator.

PROCEDURAL REQUIREMENTS FOR A LEVEL 1 VIOLATION

For each Level 1 violation, the teacher/district employee shall file a written report (not to exceed one page) to the principal or other appropriate administrator. Within 24 hours of receiving the teacher's/district employee's written report, the principal or other appropriate administrator must send a copy to the student's parent.

Additionally, the student will be advised of the conduct with which he or she is charged; and will be given an opportunity to explain his/her version of the violation.

RESTRICTIONS FOR EXTRACURRICULAR ACTIVITIES AND SCHOOL-RELATED EVENTS FOR A LEVEL 1 VIOLATION

The following restrictions for participation in any school-sponsored or school related extracurricular or noncurricular activity, including sports events and seeking or holding honorary positions and/or membership in school-sponsored clubs and organizations apply for a Level 1 violation:

- Students who are suspended (in-school suspension or out-of-school suspension) as a result of a Level 1 violation shall not participate in extracurricular activities or school-related events during the period of suspension.
- Students who have received one (1) Level 1 violation resulting in a demerit being issued shall be **placed on probation** in all organizations and extracurricular activities for six (6) weeks from the date the demerit was issued.
- Students who have received two (2) or more Level 1 violations resulting in two (2) or more demerits being issued shall be automatically **placed on suspension** in all organizations and extracurricular activities for six (6) weeks from the date the second demerit was issued.
- Students who are placed in a disciplinary Alternative Education Program (AEP) shall be automatically **placed on suspension** in all organizations and extracurricular activities for the duration of the disciplinary AEP placement or for a minimum of six (6) weeks.

LEVEL 2 VIOLATIONS

Includes violations resulting in mandatory removal by a teacher, mandatory placement in a disciplinary Alternative Education Program (AEP); emergency placement in a disciplinary AEP; and/or emergency expulsion for a period not to exceed three (3) school days.

LEVEL 2 VIOLATIONS INCLUDE:

- 2.1 Assault that causes bodily injury if committed on school property, or within 300 feet of school property, or while attending a school-sponsored or school-related activity on or off school property
- 2.2 Terroristic threat if committed on school property, or within 300 feet of school property, or while attending a school-sponsored or school-related activity on or off school property
- 2.3 Selling, giving, or delivering, possessing or using or being under the influence of marijuana, a controlled substance; or a dangerous drug that does not constitute a felony offense, if committed on school property, or within 300 feet of school property, or while attending a school-sponsored or school-related activity on or off school property
- 2.4 Selling, giving, or delivering an alcoholic beverage; committing a serious act or offense while under the influence of alcohol, if punishment is less than a felony offense, if committed on school property, or within 300 feet of school property, or while attending a school-sponsored or school-related activity on or off school property
- 2.5 Possessing, using, or being under the influence of an alcoholic beverage, if punishment is less than a felony offense, if committed on school property, or within 300 feet of school property, or while attending a school-sponsored or school-related activity on or off school property
- 2.6 Exhibiting behavior that contains the elements of an offense related to abusable glue or aerosol paint or relating to volatile chemicals, if committed on school property, or within 300 feet of school property, or while attending a school-sponsored or school-related activity on or off school property
- 2.7 Exhibiting behavior that contains the elements of the offense of public lewdness, if committed on school property, or within 300 feet of school property, or while attending a school-sponsored or school-related activity on or off school property
- 2.8 Exhibiting behavior that contains the elements of the offense of indecent exposure, if committed on school property, or within 300 feet of school property, or while attending a school-sponsored or school-related activity on or off school property
- 2.9 Exhibiting behavior that is a felony, if committed on school property, or within 300 feet of school property, or while attending a school-sponsored or school-related activity on or off school property
- 2.10 Retaliating against any school employee, when not combined with another offense, either on or off school property, if committed on school property, or within 300 feet of school property, or while attending a school-sponsored or school-related activity on or off school property
- 2.11 Engaging in conduct punishable as a felony that occurs off school property and not at a school-sponsored or school-related event and that injures a person in a way listed as a Title 5 offense (includes murder; kidnapping; sexual assault; indecency with a child; injury to a child, an elderly person, or a disabled person; abandoning or endangering a child; deadly conduct; terroristic threat; aiding a person to commit suicide; and tampering with a consumer product) in the Texas Penal Code and the student receives deferred prosecution
- 2.12 Engaging in conduct punishable as a felony that occurs off school property and not at a school-sponsored or school-related event and that injures a person in a way listed as a Title 5 offense in the Texas Penal Code and a court or jury finds that the student has engaged in delinquent conduct
- 2.13 Engaging in conduct punishable as a felony that occurs off school property and not at a school-sponsored or school-related event and that injures a person in a way listed as a Title 5 offense in the

Texas Penal Code and the Superintendent or designee has reasonable belief that the student has engaged in the conduct

- 2.14 Engaging in expellable conduct, if the student is between six and ten years of age
- 2.15 Engaging in conduct punishable as a felony, other than those listed as offenses involving injury to a person in Title 5 of the Texas Penal Code, that occurs off school property and not at a school-sponsored or school-related event, and for which the Superintendent or designee has reasonable belief that the student's presence in the regular classroom threatens the safety of other students or teachers or will hinder the education of students
- 2.16 Being involved in gang activity, including participating as a member, pledge, or soliciting another person to become a pledge or member of a gang
- 2.17 Being involved in a public school fraternity, sorority, or secret society, whether it be as a member, pledge, or soliciting another person to become a pledge or member of a public school fraternity, sorority, or secret society
- 2.18 Exhibiting behavior that contains the elements of criminal mischief if punishable as a felony, whether on or off school property, or at a school-related activity
- 2.19 Exhibiting serious and persistent behavior, that is behavior that is so unruly, disruptive, or abusive that a teacher cannot teach; maintain order and discipline; or provide for the safety of the other students
- 2.20 Displaying or inappropriately using a knife (including a pocket knife) with a blade less than 5 1/2 inches
- 2.21 Pulling a fire alarm
- 2.22 Possessing razors, switchblades, box cutters, chains, or any other object used in a way that threatens or inflicts bodily injury to another person
- 2.23 Making bomb threats

CONSEQUENCES FOR A LEVEL 2 VIOLATION INCLUDE:

- Demerit(s)
- Placement in a disciplinary Alternative Education Program (AEP)
- Emergency expulsion for a period not to exceed three (3) school days

State law mandates that students be placed in the disciplinary AEP for violations 2.1 through 2.14 as specified above. Additionally, the District has designated violations 2.15 through 2.23 as violations that require mandatory disciplinary AEP placement.

DURATION OF DISCIPLINARY CONSEQUENCES FOR A LEVEL 2 VIOLATION

The duration of the disciplinary consequence for a Level 2 violation will be determined by the principal or other appropriate administrator with the following exceptions:

- Placement in a disciplinary Alternative Education Program (AEP) shall not extend beyond the end of the next grading period without prior review by the campus principal or other appropriate administrator. [TEC §37.009(b)]
- Placement in a disciplinary AEP shall not exceed 120 days, without prior review by the campus principal or other appropriate campus administrator.
- Emergency expulsion shall not exceed a period of three (3) school days.

PROCEDURAL REQUIREMENTS FOR A LEVEL 2 VIOLATION

For each Level 2 violation, the teacher/district employee shall file a written report (not to exceed one page) to the principal or other appropriate administrator. Within 24 hours of receiving the teacher's/district employee's written report, the principal or other appropriate administrator must send a copy to the student's parent.

The principal or other appropriate administrator will schedule a conference within three (3) days with the student's parent or guardian, and the student. The student may not be returned to his/her regular classroom before the conference.

At the conference, the student is entitled to written or verbal notice of the reasons for the removal, an explanation of the basis for the removal, and an opportunity to respond to the reasons for the removal.

Following the conference, whether or not each requested person attended, the principal shall order the placement of the student according to the Student Code of Conduct. Parents will be notified in writing upon the placement of a student in a disciplinary AEP.

RESTRICTIONS FOR EXTRACURRICULAR ACTIVITIES AND SCHOOL-RELATED EVENTS FOR A LEVEL 2 VIOLATION

The following restrictions for extracurricular activities and school-related events apply for a Level 2 violation:

- Students who are placed in a disciplinary AEP or who are emergency expelled as a result of a Level 2 violation shall be automatically **removed** from all organizations and extracurricular activities and shall be **banned** from all school-sponsored activities for the duration of the disciplinary AEP placement or for a minimum of six (6) weeks from the date of the Level 2 violation.

LEVEL 3 VIOLATIONS

Includes violations resulting in expulsion and referral to authorized officer of the juvenile court

LEVEL 3 VIOLATIONS INCLUDE:

- 3.1 Using, exhibiting, or possessing a firearm, according to federal law
- 3.2 Using, exhibiting, or possessing a firearm, as defined by the Texas Penal Code §46.01(3)
- 3.3 Using, exhibiting, or possessing an illegal knife (such as a knife with a blade over 5 1/2 inches) according to the Texas Penal Code §46.01(6)
- 3.4 Using, exhibiting, or possessing a hand instrument, designed to cut or stab another by being thrown; dagger, including but not limited to a dirk, stiletto, and poniard; bowie knife; sword, or spear
- 3.5 Using, exhibiting, or possessing a club according to the Texas Penal Code §46.01(1)
- 3.6 Using, exhibiting, or possessing a prohibited weapon, such as an explosive weapon; a machine gun; a short-barrel firearm; a firearm silencer; a switchblade knife; knuckles; armor-piercing ammunition; a chemical dispensing device; or a zip gun, according to the Texas Penal Code §46.05
- 3.7 Exhibiting behavior that contains the elements of aggravated assault, sexual assault, or aggravated sexual assault according to the Texas Penal Code §22.02, §22.011, and §22.021, respectively
- 3.8 Exhibiting behavior that contains the elements of arson according to the Texas Penal Code §28.02
- 3.9 Exhibiting behavior that contains the elements of murder, capital murder, or criminal attempt to commit murder according to the Texas Penal Code §19.02, §19.03, and §15.01, respectively
- 3.10 Exhibiting behavior that contains the elements of indecency with a child according to the Texas Penal Code §21.11
- 3.11 Exhibiting behavior that contains the elements of aggravated kidnapping according to the Texas Penal Code §20.04
- 3.12 Exhibiting behavior punishable as a felony that involves selling, giving, or delivering to another person; possessing, using, or being under the influence of marijuana, a controlled substance, a dangerous drug or alcohol; or committing a serious act or offense while under the influence of alcohol [TEC §37.007(a)(3)]
- 3.13 Retaliation against a school employee and one of the above listed offenses on or off school property or at a school-related activity [TEC §37.007(a)(3)(c)]
- 3.14 Exhibiting serious or persistent misbehavior and, while being placed in a disciplinary Alternative Education Program, continues to violate the District's Student Code of Conduct. Serious misbehavior is defined as behavior that is so unruly, disruptive, or abusive that a teacher cannot teach; maintain order and discipline; or provide for the safety of the other students. Persistent misbehavior is defined as two or more violations of the code of conduct in general or repeated occurrences of the same violation [TEC §37.007(a)(3)(b)]
- 3.15 Selling, giving, or delivering to another person, or possessing, using, or is under the influence of any amount of marijuana or a controlled substance in an amount not constituting a felony offense [TEC §37.007(b)] if the student has previously been placed in a disciplinary Alternative Education Program for a prior offense of the same nature
- 3.16 Selling, giving, or delivering to another person, or possessing, using, or is under the influence of any amount of a dangerous drug in an amount not constituting a felony offense [TEC §37.007(b)] if the student has previously been placed in a disciplinary Alternative Education Program for a prior offense of the same nature
- 3.17 Selling, giving, or delivering to another person an alcoholic beverage; committing a serious act or offense while under the influence of alcohol; or possessing, using, or is under the influence of alcohol, if punishment is less than that of a felony [TEC §37.007(b)] if the student has previously been placed in a disciplinary Alternative Education Program for a prior offense of the same nature

- 3.18 Engaging in conduct that contains the elements of an offense relating to abusable glue or aerosol paint or relating to volatile chemicals [TEC §37.007(b)] if the student has previously been placed in a disciplinary Alternative Education Program for a prior offense of the same nature
- 3.19 Engages in criminal mischief (damage to property in excess of \$1500) if punishable as a felony, whether committed on or off school property or at a school-related event

CONSEQUENCES FOR A LEVEL 3 VIOLATION INCLUDE:

- Demerit(s)
- Expulsion for students ten years of age and older (If a student under ten engages in expellable conduct, the student **must** be placed in a disciplinary Alternative Education Program.)
- Report filed with local law enforcement
- Referral to authorized officer of the juvenile court

DURATION OF DISCIPLINARY CONSEQUENCES FOR A LEVEL 3 VIOLATION

The duration of the disciplinary consequence for a Level 3 violation will be determined by the Superintendent or Superintendent's designee, in accordance with District Policy FOD (LEGAL). If the student is expelled, the duration of the expulsion shall be determined by an officer of the juvenile court.

Any student ten years of age or over and who is determined to have brought a firearm, as defined by federal law 18 U.S.C. §921, to any District school, shall be expelled for a period of one (1) year. The Superintendent may modify the term of expulsion for a student or assess another comparable penalty that results in the student's exclusion from the regular school program.

PROCEDURAL REQUIREMENTS FOR A LEVEL 3 VIOLATION

For each Level 3 violation, the teacher/district employee shall file a written report (not to exceed one page) to the principal or other appropriate administrator. Within 24 hours of receiving the teacher's/district employee's written report, the principal or other appropriate administrator must send a copy to the student's parent.

According to District Policy FOD (LEGAL) and TEC §37.009(f), before a student may be expelled, the student shall be provided a hearing at which time the following due process rights are afforded:

1. Prior written notice of the charges and the proposed sanctions so as to afford a reasonable opportunity for preparation, including a written invitation to the student's parent to attend the expulsion hearing.
2. Right to a full and fair hearing before the Board or its designee.
3. An adult representative or legal counsel, who can provide guidance to the student and who is not an employee of the District.
4. Opportunity to testify and to present evidence and witnesses in his/her defense.
5. Opportunity to examine the evidence presented by the school administration and to question the administration's witnesses.

If the District makes a good-faith effort to inform the student and the student's parent or guardian of the time and place of the hearing, the District may hold the hearing regardless of whether the student, the student's parent, or another adult representing the student attends.

RESTRICTIONS FOR EXTRACURRICULAR ACTIVITIES AND SCHOOL-RELATED EVENTS FOR A LEVEL 3 VIOLATION

Students who are expelled as a result of a Level 3 violation shall not participate in extracurricular activities or school-sponsored or school-related events for the duration of the expulsion. Expelled students are prohibited from being on school grounds during the period of expulsion.

ADDITIONAL INFORMATION ON DISCIPLINARY CONSEQUENCES

ACCOMPLICES AND SNITCH RULE

- Accomplices are defined as “*Anyone assisting, encouraging, promoting, or attempting to assist in the commission of any serious offense*”.
- A Snitch is defined as “*Anyone failing to report the commission of a serious offense by another student to a school official*”.

The district reserves the right to treat individuals who fall into either of the above named categories as violators of the student code of conduct. As such they will receive disciplinary consequences that the administration deems appropriate for the situation. These consequences may range from a verbal reprimand to an AEP placement.

CORPORAL PUNISHMENT

Policy FO (Local)

Corporal punishment is limited to spanking or paddling the student, and is governed by the following guidelines:

- The student is told the reason for the corporal punishment.
- Corporal punishment may be administered only by the principal or assistant principal.
- The instrument to be used will be approved by the principal.
- Corporal punishment will be administered in the presence of one other District professional employee and out of view of other students.

The use of corporal punishment may be restricted by written parent request submitted to the campus principal. A record will be maintained of each instance of corporal punishment.

CRIMINAL JUSTICE SYSTEM AND THE LA VEGA I.S.D.

Relationship of Criminal Justice System and the School District: The school district may place a student in the AEP regardless of any action or lack of action taken by the criminal justice system. However, in some circumstances, the district may re-assess the punishment based on information from law enforcement authorities.

The juvenile court will notify the District, if:

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

On receipt of the notice from the juvenile court mentioned above, the principal or other appropriate administrator would review the placement in the disciplinary AEP. The student may not be returned to the regular classroom pending the review. The principal or other appropriate administrator will schedule a review of the student’s placement with the student’s parent or guardian no later than the third day after the Superintendent or designee receives the notice from the juvenile court. This review will occur regardless whether the offense occurred at school or a school-related activity or outside of school.

Does a student have to be arrested or convicted of a felony offense before the District can place the student in an AEP? No. A student may be removed from class and placed in an AEP if the administration determines

that the student committed an offense requiring AEP assignment. The district will send the required information about the removal to the juvenile authorities.

When the assignment is necessary because of CONDUCT UNRELATED TO SCHOOL, the removal is based on the administrator's reasonable belief that the student has committed a felony offense. If the out-of-school offense is a non-Title 5 felony, before the student is placed in the AEP, the administration must also determine that the continued presence of the student in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process.

In determining whether there is a reasonable belief that a student has engaged in conduct defined as a felony offense in the Penal Code, the administrator may consider all information available, including information furnished by law enforcement.

What happens if the courts later say the student did not commit the offense or the student is not prosecuted for other reasons? If, after the placement, the administration receives notice from an appropriate law enforcement agency that the student was found not guilty of the felony offense and the case was dismissed with prejudice, or that the student was not prosecuted and no formal proceedings, deferred adjudication, or deferred prosecution was initiated, the administration will review the student's placement in the AEP. This review will occur regardless whether the offense occurred at school or a school-related activity or outside of school.

The student will remain in the AEP pending the review, which will take place within three class days of the administration's receiving the notice. The parents or guardian will be provided an opportunity for input. However, if after the review the administration believes that the presence of the student in the regular classroom threatens the safety of other students or teachers, the administration may continue the student's placement in the AEP.

If the student is not being prosecuted for the offense, but the school wants to continue the AEP placement, what rights of appeal does the student have? The student or the parent or guardian may appeal the decision of the administration to continue the student's placement in the AEP to the La Vega ISD Board of Trustees. The appeal will be heard at the next regularly scheduled board meeting, where the board will review the notice letter from law enforcement and receive information from the administration and the student or the student's parent or guardian. The decision of the Board of Trustees is appealable to the Commissioner of Education. The student remains in the AEP pending all appeals. Education Code 37.006; Board policy FOAB (LEGAL)

This appeals process does not apply to placements resulting from offenses for which the state requires mandatory disciplinary Alternative Education Program placement.

DEMERITS

Each campus has a Discipline Review Committee composed of professional staff members. The Discipline Review Committee reviews violations of the Student Code of Conduct and assigns the appropriate number of demerits based upon the violation.

The first demerit may be prevented or removed through student-initiated restitution. The type of restitution appropriate for the violation of conduct will be determined by the Discipline Review Committee or campus administrator.

The following restrictions for participation in any school-sponsored or school related extracurricular or noncurricular activity, including seeking or holding honorary positions and/or membership in school-sponsored clubs and organizations apply when a student has received one or more demerits.

- Students who have received one (1) demerit shall be **placed on probation** in all organizations and extracurricular activities for six (6) weeks from the date the demerit was issued.
- Students who have received two (2) demerits shall be automatically **placed on suspension** in all organizations and extracurricular activities for six (6) weeks from the date the second demerit was issued.
- Students who have received three (3) or more demerits or who have been placed in a disciplinary AEP shall be automatically **placed on suspension** in all organizations and extracurricular activities for a minimum of six (6) weeks or for the duration of the disciplinary AEP placement, whichever is longer.

DETENTION

Detention is used for minor classroom violations such as tardies, classroom misbehavior, or other violations as outlined by the teacher. Detention is served before or after school hours in the teacher's classroom. A student's failure to serve detention may result in more severe consequences imposed in accordance with the Student Code of Conduct.

DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM (DAEP)

The Board has delegated the responsibility to the campus principal or other appropriate administrator the authority to remove a student to a Disciplinary Alternative Education Program (DAEP). Within three (3) school days of receiving the Student Code of Conduct Violation report, the principal or other appropriate administrator will schedule a conference with the student's parent, the student, and the teacher in the case of a teacher removal.

Until a conference can be held, the principal or other appropriate administrator may place the student in another appropriate classroom, in in-school/on-campus suspension, or in the DAEP. At the conference, the principal or other appropriate administrator will inform the student, verbally or in writing, of the allegations against him/her and the reasons for the placement. The student shall be given an opportunity to give his/her version of the incident. The principal or other appropriate administrator will inform the student of the consequences of the misbehavior and will determine the duration of a student's placement in DAEP. The District will **not** provide transportation for students in a DAEP for the duration of the disciplinary DAEP placement provided the student is in compliance with the Student Code of Conduct.

A student placed in a DAEP is **strictly prohibited** from attending or participating in school-sponsored or school-related extracurricular and noncurricular activities during the period of placement in DAEP. This prohibition includes seeking or holding honorary positions and/or membership in school-sponsored clubs and organizations.

A student removed to a DAEP during the school year will have an opportunity to complete a course needed to fulfill the student's high school graduation requirements before the beginning of the next school year. The District may provide the opportunity to complete the coursework through any method available, including a correspondence course, distance learning, or summer school. The District will not charge the student for any method of completion provided by the District.

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

Student and their parents are encouraged to discuss options with the teacher or counselor to ensure the student completes all work required for the course or grade level.

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

For placement in a DAEP to extend beyond the end of the school year, the principal or other appropriate administrator must determine that:

1. The student's presence in the regular classroom or campus presents a danger of physical harm to students or others.
2. The student has engaged in serious or persistent misbehavior that violates the Student Code of Conduct.

DAEP is held at La Vega Learning Center on Ashleman Road. The hours may differ from the regular school day. Special transportation is provided.

EMERGENCY EXPULSION

In an emergency, the principal or other appropriate administrator may order the immediate placement of a student into a DAEP, when the student is so unruly, disruptive, or abusive that the student's presence seriously interferes with a teacher's ability to communicate effectively with the students in a class, with the ability of the student's classmates to learn, or with the operation of school or a school-sponsored activity.

When an emergency placement occurs, the student will be given verbal notice of the reason for the action. Within a reasonable amount of time after the emergency placement, the student will be given appropriate due process required for placement in a DAEP. In an emergency situation, the campus principal or other appropriate administrator may place a student in a DAEP for a period not to exceed three (3) school days.

EXPULSION

Students with disabilities are subject to applicable state and federal law in addition to the Student Code of Conduct. To the extent any conflict exists, state and/or federal law will prevail.

When a student under the age of ten (10) engages in behavior that is expellable behavior, the student will not be expelled, but will be placed in a District Alternative Education Program. Students under age six (6) will not be removed from class or placed in a Disciplinary Alternative Education Program.

State and federal law require a student to be expelled from the regular classroom for a period of at least one calendar year for bringing a firearm, as defined by federal law, to school. However, the Superintendent or other appropriate administrator may modify the length of the expulsion on a case-by-case basis and/or the District may provide educational services to the expelled student in a DAEP. The District must provide educational services in the DAEP if the student is between six (6) and ten (10) years of age.

When a student commits a Level 3 (expellable) violation of the Student Code of Conduct, the Superintendent or designee will schedule a hearing within a reasonable time with the student's parent or guardian, the student, and the teacher if appropriate. The student's parent or guardian will be invited in writing to attend the hearing.

Until a hearing can be held, the student may be placed in another appropriate classroom, in in-school/on-campus suspension, or in out-of-school suspension.

A student facing expulsion will be given appropriate due process as required by the federal Constitution. The student is entitled to:

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

The Board delegates to the Superintendent or designee the authority to expel students.

A student expelled by the Superintendent after the due process hearing may request that the Board review the expulsion decision. The student or parent must submit a written request to place the matter on the agenda of the next regular Board meeting to the Superintendent within ten (10) days after the receipt of the written decision.

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

The Board will hear statements made by the parties at the review and will base its decision on evidence reflected in the record and any statements made by the parties at the review. The Board shall make and communicate its decision orally at the conclusion of the presentation.

Not later than the second business day after the expulsion hearing, the Board's designee will deliver to the juvenile court a copy of the order expelling the student and information required by the Family Code §52.04.

A student may appeal the expulsion order to the Board of Trustees in accordance with Policy FNG (LOCAL).

The duration of the student's expulsion will be determined by the juvenile court on a case-by-case basis. During the duration of the expulsion, the student will not earn any District academic credit unless the student is enrolled in a Juvenile Justice Alternative Education Program (JJAEP). Expelled students are **strictly prohibited** from being on school grounds or attending school-sponsored or school-related activities during the period of expulsion.

The District **will not** accept any student expelled from another district during the period of the expulsion order.

FIREARMS

A firearm, as defined by federal law, includes

1. Any weapon (including a starter gun) which will or is designed to or which may readily be converted to expel a projective by the action of an explosive
2. The frame or receiver of any such weapon
3. Any firearm muffler or firearm weapon
4. Any destructive device, such as any explosive, incendiary, or poison gas bomb, or grenade

IN-SCHOOL SUSPENSION

In-School Suspension (ISS) is used for minor violations of the Student Code of Conduct. The student is suspended from the regular classroom and placed in an alternative setting for a period not to exceed ten (10) days as determined by the administration or discipline committee. During the period of placement in ISS, the student continues in the regular courses of study. Students shall not participate in extra-curricular activities, UIL events, or other school related events on any day of assignment in ISS.

ALTERNATIVE MEAL FOR STUDENTS PLACED IN IN-SCHOOL SUSPENSION

The following administrative procedure was reviewed and approved by the Board of Trustees on October 21, 2003 for immediate implementation. The procedure authorizes the use of an alternative meal for students assigned to either of the above noted disciplinary programs rather than offering the full meal item selections that are offered the other students for any given school day.

The meal plan will require that the alternative meal comply with the National School Nutrition Program thus qualifying the district for the normal reimbursement applicable to the student's meal type. The components of the meal must qualify the meal as a Type A Lunch in order that the district may submit the meal(s) for reimbursement and collect the appropriate meal price from the student/parent/guardian.

The option to offer a more restrictive lunch alternative for the ISS or DAEP students shall remain the prerogative of the campus principal, which may vary based on food service operations, student supervision, age/grade levels of the campus, and other conditions. Any meal option selected for use with either ISS or DAEP students shall comply with the component requirements of the Type A Meal. The alternative meal plan for ISS/DAEP has been approved by the board of trustees' approval because it has financial ramifications as well as involving disciplinary issues.

The alternative meal served for students in ISS will generally be the same, while some adjustment may be made for students assigned to the McLennan County Challenge Academy (MCCA), since these students have longer placements/assignments as well as more strenuous physical activity. La Vega ISD DAEP students also serve longer assignments and may receive other alternative items, fewer restrictions, or full food service options etc., as appropriate at the discretion of the principal/director.

The Type A Alternative Meal shall be subject to adjustment as necessary by rule/regulation, but presently it shall include: one entree, two side items, and milk. Adjustments shall be authorized to accommodate food and or beverage allergies, however, any item substituted shall be in compliance with the Type A Alternative Meal requirements as described herein. In the event of a change in the National School Nutrition Program requirements for a Type A meal, this administrative procedure shall be deemed to have changed to comply with the revised Type A meal requirements effective of the date on which the new requirements become applicable.

Any student assigned to ISS or DAEP shall have the option to bring his/her own lunch and drink from home as long as the items brought in are otherwise legal and acceptable; however, the student must consume, retain the items for his/her own use, and may not give away, sell, swap, or otherwise allow any items included in their "brown bag" lunch to be made available to another student.

At the time of approval of this alternative meal plan the meal to be served that complies with the Class A Alternative Meal for ISS students, if selected by the principal, will be a cheese sandwich, fruit, juice, and milk. The meal will be transported to the ISS classroom, and the student (s) will eat their meal in the classroom.

Students assigned to ISS or DAEP shall be provided a meal in the event that the student or parent has not made arrangements for a "brown bag" lunch or meal money. The parent or guardian shall be notified, and the price of the meal shall be collected from the student/parent/guardian at the earliest possible date based upon the meal pricing guideline for which the student is eligible (full price, reduced price, or free). In the event that a parent/guardian refuses to provide for a lunch for the student, appropriate action shall be taken regarding the parent/guardian's refusal to provide for the welfare of the student. **No student regardless of assignment will be refused a lunch.**

LAW ENFORCEMENT

Policy GRA

Questioning of students. When law enforcement officers or other lawful authorities wish to question or interview a student at school:

1. The principal will verify and record the identity of the officer or other authority and ask for an explanation of the need to question or interview the student.
2. The principal ordinarily will make reasonable efforts to notify parents unless the interviewer raises what the principal considers to be a valid objection.
3. The principal ordinarily will be present unless the interviewer raises what the principal considers to be a valid objection.
4. If the event is part of a child abuse investigation, the principal will cooperate fully regarding the conditions of the interview.

Students taken into custody. State law requires the District to permit a student to be taken into legal custody:

1. To comply with an order of the juvenile court.
2. To comply with the laws of arrest.
3. 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.
4. By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
5. To comply with a properly issued directive to take a student into custody.
6. By an authorized representative of Child Protective Services, Texas Department of Protective and Regulatory Services, a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.

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

The principal will immediately notify the Superintendent and will ordinarily attempt to notify the parent unless the officer or other authorized person raises what the principal considers to be a valid objection to notifying the parents. Since the principal does not have the authority to prevent or delay a custody action, notification will most likely be after the fact.

Notification of law violations. The District is also required by state law to notify:

1. All instructional and support personnel who have responsibility for supervising a student who has been arrested or referred to the juvenile court for any felony offense or for certain misdemeanors.
2. All instructional and support personnel who have regular contact with a student who has been convicted or adjudicated of delinquent conduct for any felony offense or certain misdemeanors.

REMOVAL BY A TEACHER (DISCRETIONARY - FORMAL)

Formal removal will be initiated by a teacher for Level 1 Violations marked with an asterisk (*). Any violation of 1.28 and/or 1.29 requires that the teacher report the offense to the principal or appropriate administrator. The principal or appropriate administrator will then send a copy of the report to the student's parent or guardian within 24 hours of receiving the report.

Within three (3) school days of receiving the Student Code of Conduct Violation Report, the principal will schedule a conference with the student's parent, the teacher, and the student. At the conference, the principal or appropriate administrator will inform the student of the misconduct for which he/she is charged and give the student an opportunity to give his/her version of the incident. The principal or appropriate administrator will notify the student of the consequences of the violation.

When a student is removed from the regular classroom for a 1.28 and/or 1.29 violation and a conference with the student's parent is pending, the principal may place the student in another appropriate classroom, in in-school/on-campus suspension, or the District Alternative Education Program (AEP). When a student has been formally removed from class by a teacher, the principal may not return the student to the teacher's class without the teacher's consent unless the placement review committee determines that the teacher's class is the best or only alternative available.

STUDENT REMOVAL BY A TEACHER

A teacher may send a student to the principal's office to maintain effective discipline in the classroom. The principal shall respond by employing appropriate disciplinary consequences consistent with the Student Code of Conduct.

A teacher may remove from a class a student:

- who has been documented by the teacher to repeatedly interfere with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn; or
- whose behavior the teacher determines is so unruly, disruptive, or abusive that it seriously interferes with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn.

If a teacher removes a student from class for either of the two reasons above, the principal may place the student into another appropriate classroom, into in-school/on-campus suspension, or into an alternative education program. The principal may not return the student to that teacher's class without the teacher's consent unless the Placement Review Committee comprised of two teachers chosen to serve as members and one other professional staff member chosen by the principal, determines that such placement is the best or only alternative available. The campus faculty shall choose one teacher to serve as an alternate in the event that another member is not able to serve on the Placement Review Committee.

A teacher shall remove from class and send to the principal for placement in an alternative education program or for expulsion any student committing a Level 2 or a Level 3 violation. The student may not be returned to the teacher's class without the teacher's consent unless the Placement Review Committee determines that such placement is the best or only alternative available.

SUSPENSION

Suspension includes both in-school suspension (ISS) and out-of school suspension. State law allows a student to be suspended for as many as three (3) school days per behavior violation, with no limit on the number of times a student may be suspended in a semester or school year.

A student who is to be suspended will be given an informal conference by the principal or appropriate administrator advising the student of the conduct with which he/she is accused. The student will be given the opportunity to explain his/her version of the incident.

The number of days of a student's suspension, which cannot exceed three (3) school days, will be determined by the principal or other appropriate administrator.

Students who are suspended as a result of a Student Code of Conduct violation shall not participate in extracurricular activities or school-related events during the period of suspension and each full day in which a suspension occurs. If the suspension extends to the Monday following a weekend, students may not participate in extracurricular activities or school-related events during the weekend between two days of suspension.

VIOLATIONS OF LAW

Disruptive Activities – State law prohibits a student from participation in disruptive activities. That includes acting alone or with others to:

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

Gangs and Other Prohibited Organizations – Under state law, a student is prohibited from membership or involvement in a public school fraternity, sorority, secret society, or gang.

Hazing Activities – State law also prohibits a student from participating in any hazing activities. A student is guilty of hazing when he or she takes direct hazing action; encourages or assists someone else to take action; recklessly permits action; has knowledge of planned action or action that has occurred without reporting that knowledge in writing to a school official.

Alcohol, Drugs, Tobacco, and Weapons - Under state and federal law, a student is not allowed to possess, sell, give away, or use alcohol, illegal drugs, tobacco products, guns, or other weapons on school property or at a school-related or school-sanctioned activity, on or off school property. Having one of these items in a privately owned vehicle that the student may have driven to school and parked on District property is also prohibited.

STUDENT MANAGEMENT

CHEATING / ACADEMIC DISHONESTY / PLAGIARISM

Copying another person's work, such as homework, classwork, or a test, is a form of cheating. Plagiarism, which is the use as one's own of another person's original ideas or writing without giving credit to the true author, will also 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 that a student has engaged in cheating or other academic dishonesty will assess the academic penalty to be imposed. Students found to have engaged in academic dishonesty will be subject to disciplinary penalties as well, according to the Student Code of Conduct. These rules apply for cheating on a standardized test as well. A grade of 0 will be given for the 10% rule on averaging the grades for report card purposes.

DELIVERIES TO STUDENTS

No balloons, flowers, toys, or other similar items will be accepted for student delivery at school.

DRESS AND GROOMING

The District's dress code is established to teach grooming and hygiene, instill discipline, prevent disruption, avoid safety hazards, and teach respect for authority. Students are to be well groomed and neatly dressed at all times.

The District prohibits any clothing or grooming that, in the principal's judgment, may reasonably be expected to cause disruption or interference with the normal school operations.

Item(s)	Permitted	Not Permitted
Slacks	Solid Colors-Khaki, Navy Blue, Black, Brown, White	Denim, Holes of any kind, overalls, painters, cargos
Pants	pleated or flat front docker style slacks Capri or cropped pants for females	hip huggers, sweat pants, low rise, sagging, pajama pants, spandex, jumpsuits, brads or studs
Shorts	Solid Colors-Khaki, navy blue, black, brown, white Top of kneecap or longer	cut-offs, gym shorts, cargo shorts
Skirts	Solid colors-khaki, navy blue, black, brown, white,	Low rise, tight, Denim, spandex, low cut
Jumpers	top of the knee or longer, kick pleats or slits hemmed at or	
Dresses	below the bend of the knee	
Shirts	Solid colors-khaki, navy blue, royal blue, black, brown	athletic jerseys, tank tops, halters, tube tops, t-shirts
Blouses	white, gold, yellow, green, red, collared polo or dress	stripes, checks, lettering, wording
Turtlenecks	style shirt, long or short sleeves, all must be tucked in no more than 2 buttons undone, collared La Vega logo shirts permitted on any day, visible logos no more than 1 inch high	or designs except approved La Vega logos. no brads, studs or zippers
Belts	If pants/slacks/shorts have belt loops, belt must be worn Must be black or brown or same color as pants/slacks	No oversize belt buckles or buckles with graphics No chain belts
Footwear	shoes, loafers, boots, dress shoes, closed toe slides,	Flip-flops, house shoes, bedroom slippers, athletic

	sandals with a back strap. Athletic shoes as long as shoe laces match	sandals, shower sandals, heels higher than 3" high no mis-matched laces
Socks	solid single color or design must match	socks that do not match, leg warmers, leggings
Hose	Khaki, navy blue, black, brown, white	without an approved dress code dress, jumper or skirt over them.
Tights		
Leggings		
Outer wear	Solid Color preferred; approved dress code shirt or top must	Knee length or longer jackets, dusters
Jackets	be worn under sweaters or jackets. School letter jackets	
Sweaters	are acceptable. Jackets/Coats finger tip length only	
Sweatshirts	Solid color sweatshirts or hoodies, fingertip length or shorter	No oversized sweatshirts. Approved top must be
Hoodies	Hoodies must remain off head at school at all times	worn under sweatshirt or hoodie.
Headwear		No hats, caps, do-rags, bandanas or sunglasses are permitted

Each school may select one day a week designated as a Spirit Day where jeans may be worn. On these days, La Vega logo tops may be worn as well as any other approved shirt/blouse.

College wear-designated by school as approved by Admin.

In Addition, Unacceptable dress and grooming include:

- Tight or revealing clothes
- Clothing with slits, tears, or holes
- Exposed or frayed edges on clothing
- Visible undegarments
- Large or distracting jewelery, including ear rings
- Jewelry reguiring body piercing (limited to ears)
- Exposed Tattoos
- Chains (i.e., on wallets, necklaces and waists)
- Sagging pants
- Any hairstyle that is not neat, clean and well-groomed
- Any hairstyle that is distracting (mohawks,stripes or bright color)
- Facial hair, goatees, chin whiskers or long sideburns
- Skate shoes
- Make up that is distracting (black lipstick, extremely heavy eyeliner)

ELECTRONIC DEVICES

Students may not possess radios; disc, cassette, or tape players/recorders; noise boxes or horns; headphones; devices with headphones; paging devices; battery operated or electrical devices (including games); or any other electronic or electrical device on campus or any school-sponsored travel. Radios, disc, cassette, or tape players/recorders installed in vehicles are permitted, but must remain affixed to and in the automobile. Cell phones may be brought to school with a note from parent(s) and left in the office or with a teacher. However, the cell phone will remain turned off the entire day.

Electronic devices brought to school will be confiscated and returned only to parents. Any electronic device not claimed by the student's parents will be disposed of thirty (30) days after the last day of the school year during which the device was confiscated.

Campus Administrators may allow the use of electronic devices on lengthy field trips on a case by case basis. Provisions of the Student Code of Conduct apply.

PAGING DEVICES / MOBILE PHONES

The District prohibits students from using cellular phones/paging devices during school hours. Cellular phones/paging devices must be turned off and given to the teacher at the beginning of the day. A paging device is a telecommunications device that emits an audible signal, vibrates, displays a message, or otherwise summons or delivers a communication to the possessor. A cell phone is a paging device by this definition. Using a cellular phone/paging device during school hours, without the express advance permission of the principal or his/her designee, except when the student is serving in the capacity of an active member of a volunteer firefighting organization or an emergency medical service organization, is a level 1 violation under the Student Code of Conduct. Students who use cellular phone/paging devices during school hours are subject to the disciplinary consequences for Level 1 violations as indicated in the Student Code of Conduct.

District employees are authorized and duly directed to confiscate any cellular phone/paging device that is being used in violation of this rule. Refusal to surrender the device will result in following the student code of conduct for discipline. Parents shall be notified within ten (10) school days after the cellular phone/paging device is confiscated.

The first time a paging device is confiscated (shall be considered the student's first offense); the student will be cautioned/warned and the device will be returned to the student at the end of the school day. The second time a paging device is confiscated (shall be considered the student's second offense); the parent/guardian may secure the device at the end of the school day. The third time that a cellular phone/paging device is confiscated (shall be considered the student's third offense), the parent/guardian may submit a written request for the return of the paging device. Upon written request by the parent the cellular phone/paging device will be returned to the student's parents on the last day of the current semester with payment of an administrative fee of \$15.00. Repeated violation of procedures regarding cellular phones/paging devices will result in withdrawal of privileges to possess the device on campus. If a written request is not received by the District within ten (10) days prior to the last student attendance day of the current school year, the District will attempt to notify the paging company (if it can be identified). The paging company may claim the paging device for an administrative fee of \$15.00.

Any paging device not claimed by the student's parent/guardian or the paging company would be disposed of thirty (30) days after the last student attendance day of the school year in which the paging device was confiscated. The District will not be responsible for the theft, damage, or loss by any means of a paging device that is brought onto district property or to the location of any district sponsored event or activity. This includes paging devices that are confiscated as a result of violation of the district's student code of conduct.

FOOD AND DRINK

Food, drinks, water, and candy in inappropriate places can create unsanitary conditions and insect infestations. Food and drinks of any type are not permitted anywhere on campus except in areas and classrooms specifically designed for food and drink preparation and consumption. Food should not be kept in classrooms, lockers, or offices. Other areas may be approved on a case-by-case basis by the campus principal.

LASER POINTERS

Students are not permitted to possess or use laser pointers while on school property, while using District transportation, or while attending school-sponsored or school-related activities, whether on or off school property. Laser pointers will be confiscated and students will be disciplined according to the Student Code of Conduct.

PARTIES AND SOCIAL EVENT

The rules of good conduct and grooming will be observed at school social events held outside the regular school day. Guests are expected to observe the same rules as students attending the event, and the person inviting the guest will share responsibility for the conduct of the guest. A student attending a party or social event may be asked to sign out when leaving before the end of the party; anyone leaving before the official end of the party will not be readmitted.

PUBLIC DISPLAY OF AFFECTION

Students shall not engage in public displays of affection (i.e. kissing, prolonged embraces, walking “arm-in-arm”).

SCHOOL BUSES OR OTHER VEHICLES

The District provides transportation for all students who live in the District. Riding a school bus is a privilege provided by La Vega ISD and not a student right. School buses are operated to and from school on approved routes, and no variations shall be made from such routes.

Student safety is of utmost concern; therefore, students being transported shall comply with the District’s Student Code of Conduct. Any student who fails to comply with that code or established rules of conduct while on a school bus may be denied transportation services and shall be subject to disciplinary action.

The following rules, in addition to the Student Code of Conduct, will apply to student conduct on school transportation:

- Driver’s directions shall be followed at all times.
- Students shall board and leave the bus in an orderly manner at the designated bus stop nearest home.
- Students shall remain seated at all times except when boarding or leaving the bus.
- Books, band instrument cases, feet, and other objects shall be kept out of the aisle.
- Students shall not deface the bus and/or its equipment.
- Students shall not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the bus.
- Upon leaving the bus, students shall wait for the driver’s signal before crossing in front of the bus.
- Students shall not eat or drink while on the bus.
- When students ride in a District van or passenger car, seat belts must be used at all times.

Bus drivers are asked to complete a Bus Incident Form reporting any student violation of bus safety/conduct rules. A written report will be sent to parents/guardians if their child is reported for a violation. The following disciplinary consequences will be issued for violations of bus conduct/safety rules:

- 1st incident report: Student conference and warning
- 2nd incident report: Suspension from riding the bus for five (5) school days
- 3rd incident report: Suspension from riding the bus for ten (10) school days
- 4th incident report: Suspension from riding the bus for the remainder of the semester

If, in the administrator's judgment, a student's violation of bus conduct/safety rules is so unruly, disruptive, or dangerous that it creates a serious safety concern, the student may be immediately suspended from bus riding privileges for the remainder of the semester.

Video cameras may be used in District vehicles to promote compliance with the Student Code of Conduct and bus conduct/safety rules. Videotapes are protected student records subject to the provision of District policy. Video documentation of a student's violation of bus conduct/safety rules may also be grounds for immediate suspension from bus riding privileges for the remainder of the semester.

If any suspension occurs during the final three weeks of the last six weeks in a semester, the suspension may be carried forward to the upcoming semester.

Disciplinary sanctions and changes in transportation for a student with a disability will be made in accordance with the student's Individual Education Plan (IEP) or other individually designed program.

SEARCHES BY TRAINED DOGS

Drug detecting dogs may periodically visit the school campus.

SEXUAL HARASSMENT / SEXUAL ABUSE

Students shall not engage in unwanted or unwelcome verbal or physical conduct of a sexual nature directed toward another student or a District employee. This prohibition applies whether the conduct is by word, gesture, or any other sexual conduct, including requests for sexual favors. All students are expected to treat other students and District employees with courtesy and respect; to avoid any behaviors known to be offensive; and to stop these behaviors when asked or told to stop. A substantiated complaint against a student will result in appropriate disciplinary action, according to the nature of the offense.

The District will notify parents of all students involved in sexual harassment by students when the allegations are not minor, and will notify parents of all incidents of sexual harassment or sexual abuse by a District employee. The District encourages parental and student support in its efforts to address and prevent sexual harassment and sexual abuse in public schools. To the greatest extent possible, complaints will be treated as confidential. Limited disclosure may be necessary to conduct a thorough investigation.

Students and/or parents are encouraged to discuss their questions or concerns about the expectations in this area with the principal or the Assistant Superintendent of Personnel and Administration, who serves as the District Title IX coordinator for students.

A complaint alleging sexual harassment by another student or sexual harassment or sexual abuse by a staff member may be presented by a student and/or parent in a conference with the principal or with the District Title IX coordinator. The first conference with the student ordinarily will be held by a person who is the same gender as the student. The conference will be scheduled and held as soon as possible within five (5) days of the

request. The principal or Title IX coordinator will coordinate an appropriate investigation, which ordinarily will be completed within ten (10) days. The student and/or parent will be informed if extenuating circumstances delay the completion of the investigation. The student will not be required to present a complaint to a person who is the subject of the complaint.

If the resolution of the first complaint is not satisfactory to the student or parent, the student or parent within ten (10) days may request a conference with the Title IX coordinator or Superintendent who shall schedule and hold a conference. Prior to or at the conference, the student or parent shall submit a written complaint that includes a statement of the complaint, any evidence in its support, the resolution sought, the student's and/or parent's signature, and the date of the first conference with the principal or Title IX coordinator.

If the resolution of the second complaint is not to the student's or parent's satisfaction, the student or parent may present the complaint to the Board of Trustees at its next regular meeting. The complaint shall be included as an item on the agenda posted with notice of the meeting. Lack of official action by the Board upholds the administrative decision at the second complaint. Announcing a decision in the student's or parent's presence constitutes communication of the decision.

The Board shall hear complaints alleging sexual harassment by students or sexual harassment or sexual abuse by employees in closed meeting, unless otherwise required by the Open Meetings Act.

Additional information on student sexual harassment can be found in the **Notice of Parent and Student Rights Regarding Sexual Harassment** located in this handbook.

SMOKING

La Vega ISD is proud to be tobacco free. The use of tobacco products is strictly prohibited on all District property and at school-related or school-sanctioned activities on or off school property, including field trips.

STUDENT LOSSES

Students are accountable and responsible for the security of their personal property and issued school property. In addition, students are accountable and responsible for any vehicle, bicycle, or other personal possessions brought onto campus. Neither the school, nor its employees are accountable for a student's lost, damaged, or stolen personal items anywhere on campus.

TELEPHONE USE

Student use of any telephone while at school is a privilege. Students may not use telephones during class.

Teachers may NOT give students a pass to use the telephone. Students may NOT leave class to make telephone calls. All use of telephones by students at the school must be approved by the principal, assistant principal, appropriate administrator, or specifically designated personnel.

Students will be notified of calls from parents or other authorized persons, but will not be permitted to leave class or return calls except in cases of emergency expressed by the parent.

TOYS

Students may not bring toys to school unless specifically requested by a teacher. Toys brought to school without prior approval from the teacher will be confiscated and returned only to parent. Pok-e-mon cards and any other trading cards are considered toys. Any toy not claimed by the student's parents will be disposed of thirty (30) days after the last day of the school year during which the toy was confiscated.

VANDALISM

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

VEHICLES ON CAMPUS

Vehicles parked on school property are under the jurisdiction of the school. The school reserves the right to search any vehicle if reasonable cause exists to do so. A driver has full responsibility for the security of his/her vehicle and must make certain it is locked and that the keys are not given to others. A driver will be held responsible for any prohibited objects or substances, such as alcohol, drugs, or weapons that are found in his/her car and will be subject to disciplinary action by the District, as well as referral for criminal prosecution. Searches of vehicles may be conducted any time there is reasonable cause to do so, with or without the presence of the driver.

Drivers who pick up students should come to the front of the school. Reckless or fast driving around the campus and on the parking lot will not be tolerated, and may result in a driver being restricted or banned from driving or parking on campus. All drivers must comply with all published campus parking procedures whether or not they drive a vehicle to school. Drivers who park a vehicle on campus are accountable and responsible for compliance with campus parking procedures. Parking is permitted in designated parking areas only. Grassy areas are not designated parking locations.

SPECIAL PROGRAMS

The District provides special programs for gifted and talented students, bilingual students, dyslexic students, and for those with disabilities. A student or parent with questions about these programs should contact the student's teacher or principal. The coordinator of each program can answer questions about eligibility requirements and programs and services offered in the District or by other organizations. Additional information on some specific special programs is included in this section of the Student Handbook.

ASSEMBLIES

A student's conduct in assemblies must meet the same standard as in the classroom. A student who is tardy or who engages in inappropriate conduct during an assembly will be subject to disciplinary action.

COMPUTER ASSISTED INSTRUCTION

Students in Pre-kindergarten through sixth grade benefit from content-based computer programs. For more information about these programs, please contact the Instructional Facilitator.

COUNSELING

A certified school counselor is available for students in Pre-kindergarten through grade six on a daily basis. Instruction in a variety of affective domain areas is provided for all children in addition to individual and group counseling as needed.

The school will not conduct a psychological examination, test, or treatment without first obtaining the parent's written consent, unless required by state or federal law for special education purposes.

DRUG ABUSE RESISTANCE EDUCATION (D.A.R.E.)

This drug awareness-education program is offered to all fifth grade students through a cooperative effort between La Vega ISD and local law enforcement agencies. Students attend 16 one-hour sessions during the second semester of the fifth grade year.

ELEMENTARY FINE ARTS PROGRAM

The elementary fine arts program includes instruction and supporting activities in art, music, and theater arts. Each elementary campus has at least one fine arts specialist providing weekly instruction for every student.

ENGLISH AS A SECOND LANGUAGE (ESL)

The ESL program is designed to assist students with limited English proficiency to learn the English language while continuing to progress in the overall instructional program. Every effort is made to develop self-assurance and confidence in students as they function within the instructional environment, while maintaining a positive identity for children within their cultural heritage.

EXTRACURRICULAR ACTIVITIES

A student will be permitted to participate in extracurricular activities subject to the following restrictions:

- During the first grading period, a student is eligible if he/she was promoted at the end of the previous school year, or has accumulated the required number of units toward graduation.
- A student participating in University Interscholastic League (UIL) will be suspended from the participation after a grading period in which the student received a grade lower than the equivalent of 70 on a scale of 100 in any academic class (other than an identified honors or advanced class). This suspension continues for three (3) weeks. The grades will subsequently be reviewed at the end of each three-week period; the suspension will be removed if the student's grade is equal to or greater than the equivalent of 70. The

student is allowed to practice or rehearse with the other students during the suspension; however, the student is not allowed to travel with the school organization to a contest, sit with the school organization or wear uniforms during the contest.

- A student is allowed up to ten (10) activity-related absences from any class period during the year in order to participate in school-related or school-sanctioned activities on or off campus. All UIL activities come under this provision.
- A student with disabilities who fails to meet the standards in the individual education plan (IEP) may not participate for at least three weeks.

Students may not participate in any extracurricular activity if they are absent from school the day of the activity for any reason unless a medical doctor states that the student was ill and unable to attend school.

- A student who is not in school the day after an extracurricular activity will not be permitted to participate in the next scheduled activity unless the student was given permission by the principal to go home after coming to school; the student has a statement signed by a medical doctor declaring the student was ill; the student has a death in the family.

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

For more information on extracurricular activities, please contact Willie Williams, Director of Athletics, or your campus principal.

GIFTED AND TALENTED PROGRAM

Any K-12 student who performs at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment may be nominated as a candidate for the La Vega ISD gifted and talented program. This nomination may be made by anyone including the student, parent, a friend, teacher, or any other person who recognizes the student as having these abilities. The student is screened by a campus committee, which refers appropriate candidates to a District committee for final selection. This selection takes place in the fall and spring of each school year.

The details of the selection process are available in the Gifted and Talented Plan for the District. The counselor(s) of each campus can provide more information if needed.

LIBRARY PROGRAM

Each elementary campus has a full-time certified librarian who maintains a comprehensive collection of books and audio-visual materials. Students receive regular instruction in library skills as well as benefit from a variety of storytimes, literature appreciation activities, and other enrichment opportunities. Specific emphasis will be placed on the development of student research skills.

PRE-KINDERGARTEN PROGRAM

Pre-kindergarten is offered to students:

- who are at least four (4) years of age on or before September 1;
- AND
- who are unable to speak and comprehend English **OR** whose family qualifies for free or reduced-price school lunches **OR** military dependents

Pre-kindergarten is offered at the La Vega Primary School campus. For more information, please contact La Vega Primary School at 299-6730.

TOILET TRAINED

La Vega Primary School does not provide toilet training. All Pre-Kindergarten and Kindergarten students must be potty-trained before attending school.

SPECIAL EDUCATION PROGRAMS

Students with identified disabilities may receive services from certified special education teachers and specialists in a variety of instructional arrangements. If a parent suspects that his/her child may have a disability and an educational need for special education services, the parent should contact the student's teacher or the principal.

UNIVERSITY INTERSCHOLASTIC LEAGUE (UIL)

Student participation in University Interscholastic League (UIL) activities, as set forth in the Constitution and Rules of the University Interscholastic League, is encouraged. For more information about the types of UIL activities available, please contact the principal.

Students who are interested in any of these activities should contact their homeroom teacher for more information.

STUDENT SERVICES & MISCELLANEOUS

ASBESTOS POLICY

La Vega ISD is committed to providing a safe and pleasant learning and working environment for all students and staff. In accordance with the federal Asbestos Hazard Emergency Response Act (AHERA) of 1986, the District has developed and implemented a comprehensive Asbestos Management Plan. The Asbestos Management Plan was developed in an effort to effectively facilitate the inspection, reinspection, periodic surveillance, response activities, and management planning for asbestos containing materials within the District.

La Vega ISD is pleased to advise you that we are working hard to maintain compliance with the federal AHERA regulations, and continually strive to ensure the proper management of asbestos containing materials in the District.

If you have questions about the plan or wish to review the management plan for your child's school, please contact the La Vega Administration Office at 799-4963.

BAD WEATHER CLOSING

Policy CKC

The District may close schools for a full day or part of a day because of bad weather or emergency conditions. When such conditions exist, the superintendent will make the official decision concerning the closing of the District's facilities. When it becomes necessary to open late or to release students early, the following radio and television stations will be notified by school officials:

KCEN TV - Channel 6
KWTX - TV - Channel 10, Radio 97.5 FM
KXXV- TV - Channel 25
WACO 100 FM Radio/1460 AM
The Bear - Radio 102.5 FM
KCKR - Radio 95.7 FM

CAFETERIA SERVICES

The District participates in the National School Lunch Program and offers free and reduced-price meals based on a student's financial need. Information can be obtained from the office on each student's campus.

Five-day meal tickets may be purchased in the cafeteria at anytime during the week. Breakfast is free each day and lunch is \$1.90 per day for students in grades PK-6. Adult and non-student lunches are \$2.75. Reduced price lunch is \$0.40 per day.

While in the cafeteria, students should follow the Student Code of Conduct and transport trash and food trays to the appropriate locations.

CARE OF SCHOOL PROPERTY

Students are responsible for the proper use and care of school property. Defacing or destroying books, furniture, windows, or any other school property is poor citizenship. Students damaging school property will be assessed a sum sufficient to repair or replace what has been damaged and disciplinary action will be taken.

COMMUNICATION BETWEEN HOME AND SCHOOL

Good communication between home and school regarding a child's education is more than a "plus": it's essential for the student to make the most of the opportunities provided. School communication starts with

information documents such as this handbook, progress reports and report cards, student work for parents to review and sign, and continues into interaction: messages and phone calls from teachers, and school open houses or back-to-school nights, for instance.

Communication might also include requests for conferences -- initiated by the school or the parent -- to discuss student progress, to find out more about the curriculum and how the parent can support learning, to head off or resolve problems, etc. A parent who wants to schedule a phone or in-person conference with a teacher, counselor, or principal should call the school office for an appointment. Generally a teacher will be able to meet with parents or return calls during his or her conference period, although other mutually convenient times might be arranged as well. [See the section on **Parent Involvement, Responsibilities, and Rights** in the School Admission and Attendance Section of this handbook.]

COMPLAINTS BY STUDENTS/PARENTS

Usually student or parent complaints or concerns can be addressed simply by a phone call or a conference with the teacher. For those complaints and concerns that cannot be handled so easily, the District has adopted a standard complaint policy at FNG (Local) in the District's policy manual. In general, a parent or student should first discuss the complaint with the campus principal. If unresolved, a written complaint and a request for a conference should be sent to the Superintendent. If still unresolved, the District provides for the complaint to be presented to the Board of Trustees.

Some complaints require different procedures. Any campus office or the Superintendent's office can provide information regarding specific processes for the following complaints. Additional information can also be found in the designated Board policy, available in the principal's and Superintendent's offices or on the District's Web site at www.lavegaisd.org

Topics and policies include:

Discrimination on the basis of gender: Policy FB

Sexual abuse or sexual harassment of a student: Policy FNCJ

Loss of credit on the basis of attendance: Policy FDD

Removal of a student by a teacher for disciplinary reasons: Policy FOAA

Removal of a student to a disciplinary alternative education program: Policy FOAB

Expulsion of a student: Policy FOD

Identification, evaluation, or educational placement of a student with a disability: Policies EHBA and FB

Instructional materials: Policy EFA

On-campus distribution of nonschool materials to students: Policy FMA

Complaints against District peace officers: Policy CKE

DISTRIBUTION OF MATERIAL

All aspects of school-sponsored newspapers and/or yearbooks are completely under the supervision of the teacher and the campus principal.

Written materials, handbills, photographs, pictures, petitions, films, tapes, or other visual or auditory materials may not be sold, circulated, or distributed on any school campus by a student or a nonstudent without the approval of the principal and in accordance with campus regulations. Materials displayed without authorization will be removed.

All material intended for distribution to students that is not under the District's editorial control must be submitted to the principal for review and approval. If the material is not approved within 24 hours of the time it was submitted, it must be considered disapproved. Disapprovals may be appealed by submitting the disapproved material to the Superintendent; material not approved by the Superintendent within three (3) days

is considered disapproved. This disapproval may be appealed to the Board at its next regular meeting when the student will have a reasonable period of time to present his/her viewpoint.

FUND RAISING

Policy FJ, GE

All fund-raising projects shall be subject to the approval of the principal.

Student participation in approved fund-raising activities shall not interfere with the regular instructional program. Funds raised shall be received, deposited, and disbursed in accordance with Board policy.

No outside organizations of any sort may solicit contributions of any type from students within the schools.

INDOOR AIR QUALITY

La Vega ISD is committed to providing a safe and pleasant learning and working environment for all students and staff. In accordance with EPA guidelines, the District has developed and implemented a comprehensive Indoor Air Quality Plan. The Indoor Air Quality Plan was developed to effectively facilitate the inspection, response activities, and management planning for Indoor Air Quality monitoring and management.

If you have questions about the plan, or wish to review the plan for the District, please contact the IAQ Coordinator at 254-799-4378.

LOST AND FOUND

Articles that are found should be brought to the custodian or to the school office. Students claiming articles must describe and identify them. All students are advised to mark their belongings with their names or other identifying marks.

NOTICE OF PARENT AND STUDENT RIGHTS REGARDING SEXUAL HARASSMENT

What is the District policy concerning sexual misconduct?

The District forbids employee conduct constituting sexual harassment or sexual abuse of students. The District forbids students from engaging in unwanted and unwelcome verbal or physical conduct of a sexual nature directed toward another student or a District employee.

The District encourages parental and student support in its efforts to address and prevent sexual harassment and sexual abuse in the public schools.

What is sexual harassment?

Sexual harassment of a student **by an employee** includes any welcome or unwelcome sexual advances, requests for sexual favors, and other verbal (oral or written), physical, or visual conduct of a sexual nature. It also includes such activities as engaging in sexually oriented conversations for purposes of personal sexual gratification, telephoning a student at home or elsewhere to solicit inappropriate social relationships, physical contact that would be reasonably construed as sexual in nature, and enticing or threatening a student to engage in sexual behavior in exchange for grades or other school-related benefit.

Sexual harassment of a student **by another student** includes unwanted and unwelcome verbal or physical conduct of a sexual nature, whether by word, gesture, or any other sexual conduct, including requests for sexual favors.

What is sexual abuse?

Sexual abuse is defined as “illegal sex acts performed against a minor....” It may include, but is not limited to, fondling, sexual assault, or sexual intercourse. Sexual abuse is a form of child abuse that must be reported to appropriate law enforcement authorities.

What laws address sexual harassment of students?

Sexual harassment or abuse of students by District employees may constitute discrimination on the basis of sex and is prohibited by Title IX (the federal law prohibiting gender-based discrimination by schools that receive federal funds).

Will I be informed if my child has been sexually harassed or sexually abused at school?

The District will notify parents of students involved in sexual harassment by students when the allegations are not minor or of any incident regarding sexual harassment or sexual abuse by an employee. Notification may be by telephone, letter, or personal conference.

What will the District do when it learns of sexual harassment or sexual abuse of a student?

When a principal or other school administrator receives a report that a student is being sexually harassed or abused, he or she will initiate an investigation and take prompt action to intervene.

What do I do if I am concerned that my child has been sexually harassed or sexually abused at school?

A student or parent who has a complaint alleging sexual harassment by other student(s) or sexual harassment or sexual abuse by an employee may request a conference with the principal, the principal’s designee, or the District’s Title IX coordinator. The conference will be scheduled and held as soon as possible but within five school days. The principal or Title IX coordinator will coordinate an investigation. Oral complaints should be reduced to writing to assist in the District’s investigation.

A complaint may also be filed separately with the Office of Civil Rights:

Regional Director
Office of Civil Rights, Region VI
1200 Main Tower Building, Room 1935
Dallas, Texas 75202
(214) 767-3959

Who is the Title IX coordinator and how do I contact that person?

The Title IX coordinator for the District is:

Assistant Superintendent of Personnel and Administration
3100 Bellmead Drive
Waco, Texas 76705
(254) 799-4963

The Title IX coordinator is a District employee who has the responsibility to assure District compliance with the requirements of Title IX. The coordinator will investigate or oversee an investigation of a complaint alleging violations of Title IX.

The District has adopted complaint procedures for handling Title IX complaints, which may be obtained from the principal or Title IX coordinator. The student may be accompanied by the parent or other advisor throughout the complaint process.

Will my complaint be confidential?

To the greatest extent possible, complaints will be treated in a confidential manner. Limited disclosure may be necessary in order to complete a thorough investigation.

What if I am not satisfied by the District's resolution of my complaint?

If the parent is not satisfied with the District's initial response to the complaint, he or she has ten school days to request a conference with the Superintendent or designee, who will schedule and hold a conference. Prior to or at the conference, the parent must submit a written complaint that contains: a statement of the complaint; any evidence to support the complaint; the resolution sought; the student's and/or parent's signature; and the date of the conference with the principal.

If the student or parent considers the resolution unsatisfactory, he or she may request that the complaint be heard by the Board of Trustees at its next regular meeting, in accordance with policy BE (LOCAL). The Board will hear the complaint in closed meeting, unless otherwise required by the Texas Open Meetings Act. At the conclusion of the hearing, the Board will decide what action it deems appropriate.

PARENT TRAINING WORKSHOPS

Parent training workshops for home reinforcement of study skills and specific curriculum objectives shall be conducted for parents who wish to participate. The frequency of these workshops will be based on the interest indicated by parents in the community.

PEST CONTROL INFORMATION

The District periodically may apply pesticides as part of the Integrated Pest Management program. All persons applying pesticides within the District are required to receive special training in pesticide application and pest control. In addition, La Vega I.S.D. has a policy that requires use of non-chemical pest control tactics whenever it is possible that pesticides may periodically be applied. Should you have further questions about pesticide use within the District, including the types and timing of treatments, you may contact the IPM Coordinator at 254-799-4378.

Except in an emergency, signs will be posted 48 hours before application. Parents who want to be notified prior to pesticide application inside their child(ren)'s school assignment area may contact the IPM Coordinator at 254-799-4378.

PETS

Students are not allowed to bring their pets or any other animals to school.

PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE

Texas law requires students to recite the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag each day. Parents may submit a written request to the principal to excuse their child from reciting a pledge.

A minute of silence will follow recitation of the pledges. The student may choose to reflect, pray, meditate, or engage in any other silent activity so long as the silent activity does not interfere with or distract others.

POSTERS

Signs and posters that a student wishes to display must first be approved by the campus principal. Posters displayed without authorization will be removed. Any student who posts printed material without prior approval will be subject to disciplinary action.

PROTECTION OF STUDENT RIGHTS

Policy EF

No student will be required to participate without parental consent in any survey, analysis, or evaluation, funded in whole or in part by the U. S. Department of Education that concerns:

- political affiliations;
- mental and psychological problems potentially embarrassing to the student or family;
- sexual behavior and attitudes;
- illegal, anti-social, self-incriminating, and demeaning behavior;
- criticism of other individuals with whom the student or the student's family has close family relationship;
- relationships privileged under law, such as relationships with lawyers, physicians, and ministers; and
- income, except when the information will be used to determine the student's eligibility to participate in a special program or to receive financial assistance under such a program.

Parents shall be able to inspect any teaching materials used in connection with such a survey, analysis, or evaluation. Each parent also has a right to review all instructional materials used in his or her child's classroom and to review each test that has been administered to his or her child.

SCHOOL CALENDAR OF EVENTS

In order to prevent scheduling conflicts of programs during the school year, it is necessary that all activities be scheduled on the school calendar in the principal's office at the beginning of the school year or as soon, thereafter, as possible.

STUDENT RIGHT TO PRAY

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

STUDENT TEACHERS

University student teachers and observers are provided periodically by several colleges and universities. These students are education majors and work under the supervision of an LVISD classroom teacher.

VIDEOTAPING OF STUDENTS

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

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

A parent who wants to view a videotape following discipline of that parent's child may request access in accordance with policy FL in the District's policy manual.

VISITORS

La Vega ISD welcomes visitors to all campuses; however, in light of the campus principal's responsibility for the safety and well-being of the students and faculty, visitors must first proceed to the office, sign-in, and receive a visitor's badge. Each campus wants its faculty, staff, and students to recognize visitors, while ensuring a minimum disruption to the instructional process. All staff members and students are requested to

report to the principal or school office anyone on the campus who cannot be identified as having permission to be on the campus.

Parents may visit individual classrooms during instructional time with the principal's approval if the duration and frequency of the visit does not interfere with the delivery of instruction or disrupt the normal school environment. Student acquaintances or other adults will not be allowed to visit classrooms without special permission from the principal.

Principals are authorized to refuse entry onto school grounds to persons who do not have legitimate business at the school and to request any unauthorized person(s) engaging in unacceptable conduct to leave the school grounds.

DISTRICT 19-AAA

2011

Varsity

August 13 (Saturday)	Groesbeck (Scrimmage)	Home	TBA
August 19 (Friday)	Glen Rose (Scrimmage)	Away	TBA
August 26	Prosper	Away	7:30 pm
September 2	Cameron	Home	7:30 pm
September 9	Marlin	Away	7:30 pm
September 16	Mexia+	Home	7:30 pm
September 23	Waco University	Home	7:30 pm
September 30	Bye Week		
October 7	Lorena*	Home	7:30 pm
October 14	Connally*	Away	7:30 pm
October 21	Robinson*	Home	7:30 pm
October 28	Gatesville*	Home	7:30 pm
November 4	China Spring*	Away	7:30 pm

+ Denotes Homecoming

* Denotes District 19-AAA Games

Junior Varsity and Freshman

August 25	Prosper	Home	5:30 pm/7:00pm
September 1	Cameron	Away	5:30 pm/7:00pm
September 8	Marlin	Home	5:30 pm/7:00pm
September 15	Mexia	Away	5:30 pm/7:00pm
September 22	Waco University	Home	5:30 pm/7:00pm
September 29	Bye Week		
October 6	Lorena	Away	5:30 pm/7:00pm
October 13	Connally	Home	5:30 pm/7:00pm
October 20	Robinson	Away	5:30 pm/7:00pm
October 27	Gatesville	Away	5:30 pm/7:00pm
November 3	China Spring	Home	5:30 pm/7:00pm

Junior High

September 8	Marlin	Away	4:30/5:30/6:30/7:45
September 15	Mexia	Home	4:30/5:30/6:30/7:45
September 22	China Spring	Away	4:30/5:30/6:30/7:45
September 29	Gatesville	Away	4:30/5:30/6:30/7:45
October 6	Lorena	Home	4:30/5:30/6:30/7:45
October 13	Connally	Away	4:30/5:30/6:30/7:45
October 20	Robinson	Home	4:30/5:30/6:30/7:45
October 27	Gatesville	Home	4:30/5:30/6:30/7:45
November 3	China Spring	Away	4:30/5:30/6:30/7:45



LA VEGA INDEPENDENT SCHOOL DISTRICT
PARENT INVOLVEMENT POLICY
2011-2012

Ⓢ STATEMENT OF PURPOSE Ⓢ

La Vega ISD is dedicated to providing quality education for every student in our district. To accomplish this objective, we will develop and maintain partnerships with parents and community members. Parents involved in the education of their children contribute greatly to the student achievement and academic success by reinforcing their children's commitment to education. Parents are their children's first and most important teacher. Their support for children and for the school is critical to their children's success.

Ⓢ PARENTAL INVOLVEMENT IN DEVELOPING THE POLICY Ⓢ

The District Parent Advisory Committee (PAC) is composed of parents, community leaders, teachers, administrators, non-teaching professionals (nurses, counselors, etc.) and school board members and has direct input in the design and implementation of the Parent Involvement Policy on an ongoing basis to assure a working document. Meetings will be held 2 times a school year. The District will incorporate this policy into its plan developed under section 1112 of the ESEA. The policy will be distributed annually to parents.

Ⓢ SCHOOL/PARENT PARTNERSHIP COMPACT Ⓢ

In accordance with Title 1 regulation, each district must develop a parent/school/student compact with parents of the students participating in Title 1. This compact will enable the school and parents to share responsibility for student performance and success. The compact must explain how students, parents, and staff will share responsibility for promoting student achievement. Members of the Parent Advisory Committee will provide input in the design and implementation of the compact.

Ⓢ TYPES OF PARENTAL INVOLVEMENT Ⓢ

Campus principals will provide assistance and other support necessary to help support and implement effective parental involvement activities. The following are possible opportunities for home/school partnerships:

- (1) Parent Education Workshops, Make & Take Activities, and Family Literacy Nights)
- (2) Parent/Teacher Conferences, and (3) Parent Corner on each Title 1 campus.

The District will be governed by the following statutory definition of parental involvement, and expects that its Title 1 schools will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring (a) that parents play an integral role in assisting their child's learning; (b) that parents are encouraged to be actively involved in their child's education at school; (c) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the

education of their child; and (d) the carrying out of other activities, such as those described in section 1118 of the ESEA.

© TITLE 1 ©

La Vega ISD will hold Title 1 meetings for parents each school year. Parents will be informed of new Title 1 guidelines and regulations. Copies of the District's Parental Involvement Policy will be distributed and parents will be encouraged to provide input in the revising of the policy as needed. The District will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) by working with existing PAC, include Superintendent, principals, various administrators, the technology department, and teaching staff representatives to ensure the District is providing necessary learning tools and educational programs in accordance with guidelines of Title I Part A and NCLB. The District will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement and to revise, if necessary (and with the involvement of parents), its parental involvement policies. Program/policy evaluation findings will be shared with parents via meetings, surveys and other means of communication to work collectively to update and improve policies as needed. Policy will be reviewed at a minimum annually by PAC and administrators.

The District will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format, and to the extent possible, in a language parents understand.

The District will also involve parents in the process of school review and improvement under section 1116 of the ESEA by conducting surveys during annual/parent meetings, implement recommendations given by the PAC, and complete review process annually with PAC. Parent volunteers will be recruited to serve on campus decision-making teams and the Parent Advisory Committee. Parents will also be involved in decisions about how the 1% of Title 1, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95% of the 1% reserved goes directly to the schools. Parents will be made aware of their right to know teacher certification, school performance, school choice and other aspects of school improvement. This same information will be included in the parent/student handbook. Title 1 meetings will be held at a convenient time and location. Language translation and childcare will be provided.

If the District plan for Title 1, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the District will submit any parent comments with the plan when the District submits the plan to the State Department of Education.

The District will provide the following necessary coordination, technical assistance, and other support to assist Title 1, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance providing activities based on student assessments and parent interest surveys. Meeting facilities, materials, and equipment will be provided by the District as needed.

The District will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs such as Reading First by supporting the collaboration of Reading First coaches and administrative personnel and offering joint training on best practices in parent involvement and encouraging joint planning efforts and implementation of parent workshops.

The District will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

The District will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph—the State's academic content standards, the State's student academic achievement standards, the State and local academic assessments including alternate assessments, the requirements of Part A, monitoring a child's progress and how to work with educators. Actions include: Campus PTO/PTA, Parent Newsletters, Parent Advisory Committee, the District Website, Parent/Teacher Conferences, and Open House.

The District will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement.

To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with the Parent Education Program, and training on software applications for remediation and assessment to support needs of children. Also, to provide after school tutoring and extended school year (summer) for children not reaching proficiency levels at individual campuses.

The District will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- (1) Annual Parent Title Meetings to inform parents of their participation in Title I, the Title I involvement requirements and their rights to be involved, (2) Additional meetings that are devoted specifically to addressing an understanding of academic standards, assessment, enrichment and remediation for parents to support their children, (3) Communicate to parents updates and changes to Federal and State policies, assessments and mandates of NCLB, and (4) Jointly with parents, review school-parent compact outlining how parents, the entire school staff and students share in the responsibility for improved student achievement.

The District will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents to more fully participate in the education of their children, by:

- (1) Inviting program members to participate in parent night meetings held during the school year, (2) Organizing and participating in joint transition-related training of school staff, Head Start staff and other early childhood development programs, and (3) Conducting meetings involving parents and programs participants to discuss development and assessment needs of individual children as needed.

The District will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the parents can understand: (1) Mailings, (2) Random phone call reminders, (3) Emails, (4) Postings on District/LEA website (5) Newsletters

EVALUATION

Evaluations will be conducted by the Title I campus personnel through:

- (1) District Parent Advisory Committee, (2) Annual Title 1 Meetings, and (3) Campus surveys conducted with parents.

The District and campuses will use information from these sources to revise the parent involvement policy and program goals.

ADOPTION

This District wide Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title 1, Part A programs, as evidenced by the sign in sheet for the June 9, 2009 Parent Advisory Committee.

This policy was adopted by the La Vega Independent School District on _____ and will be in effect for the 2011-2012 school year. The District will distribute this policy to all parents of participating Title 1, Part A children on or before September 30, 2011.

Signature of Authorized Official

Date



LA VEGA INDEPENDENT SCHOOL DISTRICT

PARENT/SCHOOL PARTNERSHIP COMPACT 2011-2012

The successful learning takes place when schools, parents, and students work together.

LA VEGA ISD & EACH CAMPUS PLEDGE TO:

- Ⓢ Provide a safe place for each child to learn
- Ⓢ Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards
- Ⓢ Hold parent/teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement during Fall conferences according to individual campuses
- Ⓢ Provide parents with frequent reports on their child's progress with report cards every six weeks and progress reports every mid six-week period

- Ⓢ *Do the best to be aware of each child's unique needs*

- Ⓢ Provide an environment with reasonable access to staff that allows for positive communication among teachers, parents, and students during designated individual campus and teacher conference times
- Ⓢ Provide meaningful opportunities for parental and student input
- Ⓢ Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities

STUDENTS PLEDGE TO:

- Ⓢ Attend school regularly
- Ⓢ Report to class on time
- Ⓢ Be an active participant in his/her learning
- Ⓢ Follow school rules of student conduct
- Ⓢ Complete and return all class work and homework
- Ⓢ Promote school safety
- Ⓢ Give all notices and information received from school to parents/guardians

PARENTS PLEDGE TO:

- Ⓢ Support the child's physical, emotional, educational, and social development
- Ⓢ Send their child to school on time and prepared to learn
- Ⓢ Support the school in its efforts to maintain proper discipline
- Ⓢ Ensure child completes all homework assignments
- Ⓢ Stay aware of what their child is learning and his/her progress in each class
- Ⓢ Visit school often to volunteer and participate in school activities, including open house, parent/teacher conferences, parent education programs, and other related activities
- Ⓢ Support school rules
- Ⓢ Promote school safety