

Agenda of Regular Meeting

The Board of Trustees Lone Oak Independent School District

A Regular Meeting of the Board of Trustees of Lone Oak Independent School District will be held July 20, 2026, beginning at 6:00 PM in the Lone Oak ISD Administration Building 8162 Highway 69 South Lone Oak, TX 75453.

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

1. Establish a quorum and call meeting to order
 2. Opening Prayer & Pledges
 3. Forum for community input
 4. Consent Agenda
 1. Monthly Check Register 3
 2. Finance/Investment Report 11
 3. Budget Amendments/Reallocation 12
 4. Minutes from previous meeting 13
 5. Administrative Team Reports
 6. Discuss major changes in the handbooks for the 2026-2027 school year.
 1. Student Handbook 17
 2. Staff Handbook 145
 3. Cheer Handbook 211
 4. Athletic/Extracurricular Handbook 229
 7. Discuss and possibly approve changes to Policy DEC (LOCAL). 245
 8. Consider and approve the Code of Conduct for the 2026-2027 School Year 250
 9. Review 2026-2027 T-TESS Calendar and Grade Reporting Periods. 306
 10. Review and possibly approve Innovative Courses for the 2026-2027 school year 307
 11. Review and approve TASB Policy Update 127 333
 12. Executive Session
 1. 551.074 Discuss personnel or to hear complaints against personnel
 13. Adjournment
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If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E or Texas Government Code section 418.183(f). Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting. [See BEC(LEGAL)]

The notice for this meeting was posted in compliance with the Texas Open Meeting Act on:

For the Board of Trustees

Check Nbr	Check Date	Credit Memo	Vend Nbr	Payee	Fnd-Fnc-Obj.So-Org-Prog	Typ Cd	Reason	Amount	EFT
022279	06-22-2026		00542	HOOTEN'S	699-81-6399.00-999-699004	C	SUPPLIES/NEW AG RM	285.68	N
022280	06-22-2026		05111	TRIPLE E ELECTRIC	699-81-6399.00-999-699004	C	RAN CIRCUIT/SEPTIC/AG BA	804.50	N
036055	06-25-2026		01363	LONE OAK CAFETERIA	199-00-2159.00-240-600000	D	JUN DED MISCELLANEOUS	55.80	N
					199-00-2159.00-240-600000		JUN DED MISCELLANEOUS	55.80	
							Check 036055 Total:	111.60	
061626	06-16-2026		00141	CLAIMS ADMINISTRATI	753-41-6499.00-999-699000	D	WORKER COMP	5.00	N
					753-41-6499.00-999-699000		WORKER COMP	1.00	
					753-41-6499.00-999-699000		WORKER COMP	2.00	
					753-41-6499.00-999-699000		WORKER COMP	1.00	
					753-41-6499.00-999-699000		WORKER COMP	1.00	
					753-41-6499.00-999-699000		WORKER COMP	8.00	
					753-41-6499.00-999-699000		WORKER COMP	19.00	
					753-41-6499.00-999-699000		WORKER COMP	7.00	
					753-41-6499.00-999-699000		WORKER COMP	2.00	
					753-41-6499.00-999-699000		WORKER COMP	13.00	
					753-41-6499.00-999-699000		WORKER COMP	73.00	
							Check 061626 Total:	132.00	
063500*	06-17-2026		05201	PROSPER ISD	199-36-6269.00-999-691000	D	VOID/CANCELED	-298.50	N
063665	06-03-2026		14562	BOBBY WORTHY	459-41-6219.00-751-699000	C	MAY HUNT CO-OP SERVICE	7,991.02	N
063666	06-03-2026		14325	RICK TIDWELL	459-41-6219.00-751-699000	C	MAY HUNT CO-OP SERVICE	9,267.66	N
063667	06-04-2026		14384	AIRCO GASES	199-11-6399.AG-001-6220AG	C	OXYGEN BOTTLE RENTAL/A	305.12	N
063668	06-04-2026		05322	BSN SPORTS	485-36-6399.00-001-691000	C	PITCHING MACHINE	3,723.00	N
063669	06-04-2026		00676	CASH SPECIAL UTILIT	199-51-6259.71-999-699000	C	WATER SERVICES	959.43	N
063670	06-04-2026		01706	CDW-G	199-11-6219.00-999-699T00	C	ACROBAT PRO TEAM	1,776.80	N
063671	06-04-2026		00012	CITY OF LONE OAK	199-51-6259.71-999-699000	C	CITY WATER/SEWER SERVI	4,672.47	N
063672	06-04-2026		01514	CROSSROAD COMMU	199-52-6299.05-999-6990CM	C	BUS/TAHOE/RADIO SERVICE	1,145.00	N
063673	06-04-2026		14943	DALLAS BAPTIST UNIV	865-00-2190.54-001-600000	C	BPA SCHOLAR/ADDISON WA	150.00	N
063674	06-04-2026		02221	ED 311	199-11-6411.00-001-623000	C	BEHAVIOR LEADER CONFER	375.00	N
063675	06-04-2026		02876	EDUCATION SERVICE	199-11-6411.00-001-611000	C	TITLE III CONFERENCE	325.00	N
063676	06-04-2026		14478	FIRST NATIONAL BANK	199-11-6411.00-001-611000	C	TX SOLO COMPET/GAS/VAN	128.51	N
					199-11-6411.00-041-611000		Hotel for TASSP	272.92	
					199-11-6499.00-001-611000		CLASSROOM AWARDS	161.55	
					199-11-6499.00-001-611000		GRADUATION	59.79	
					199-11-6499.41-001-611000		GRADUATION	84.13	
					199-13-6299.00-001-638000		EMS STATE LICENSE/ONLIN	128.00	

* indicates voided checks

Check Nbr	Check Date	Credit Memo	Vend Nbr	Payee	Fnd-Fnc-Obj.So-Org-Prog	Typ Cd	Reason	Amount	EFT
					199-13-6299.00-001-638000		EMS STUDENT FINGERPRIN	75.56	
					199-13-6299.00-001-638000		EMS EMERG APPLICATION	128.00	
					199-13-6299.00-001-638000		EMS FINGERPRINT	37.78	
					199-13-6299.00-001-638000		EMS FINGERPRINT SRV	37.78	
					199-23-6411.00-101-699000		HOTEL FOR LEADERSHIP TR	272.92	
					199-36-6412.00-001-691000		TABC CLINIC REGISTER	255.00	
					199-36-6412.00-001-691000		TABC CLINIC TRAVEL	1,100.28	
					199-36-6412.TG-001-6910TG		REGIONAL TRACK MEALS	78.07	
					481-36-6399.00-000-691000		FOOTBALL CAMP SUPPLIES	182.95	
					865-00-2190.49-041-600000		MORP DANCE PIZZA	75.67	
					865-00-2190.49-041-600000		MORP DANCE/CHICK-FIL-A	306.00	
					865-00-2190.59-101-600000		ELEM/HITCHCOCK RETIRE C	259.02	
							Check 063676 Total:	3,643.93	
063677	06-04-2026		00589	GREENVILLE ISD	199-93-6492.00-101-623003	C	REG/DAY PROGRAM/DEAF S	750.00	N
063678	06-04-2026		00197	GREENVILLE TROPHIE	199-41-6399.00-701-699000	C	PLAQUE/PAST SUPERINTEN	14.00	N
063679	06-04-2026		00206	HUNT COUNTY APPRAI	199-99-6213.00-703-699000	C	ERD QTR APPRAI PYMT	39,906.94	N
063680	06-04-2026		00063	J & R DISCOUNT AUTO	199-34-6319.00-999-699000	C	BATTERY/WIPER BLADES	166.76	N
					199-34-6319.00-999-699000		TURBO HOSE KITS/CHEVY T	212.51	
					199-34-6319.00-999-699000		AIR/OIL FILTERS	678.33	
							Check 063680 Total:	1,057.60	
063681	06-04-2026		14470	KELLY ALVIS	240-35-6411.00-999-699000	C	TASN CONFERE/MEALS 6/27	135.00	N
063682	06-04-2026		01368	LABATT FOOD SERVIC	199-11-6499.00-999-699000	C	DISTRICT TEA/HS	26.94	N
					240-35-6341.ES-999-699000		ELEM FOOD	4,046.45	
					240-35-6341.HS-999-699000		HS FOOD	4,792.97	
					240-35-6341.MS-999-699000		MS FOOD	4,451.98	
					240-35-6342.ES-999-699000		ELEM NON FOOD	360.37	
					240-35-6342.HS-999-699000		HS NON FOOD	359.46	
					240-35-6342.MS-999-699000		MS NON FOOD	537.46	
							Check 063682 Total:	14,575.63	
063683	06-04-2026		14257	LONE OAK SAND & GR	199-51-6319.00-999-699000	C	CUSHION SAND/FRONT OF	900.00	N
063684	06-04-2026		00301	LOWE'S	199-51-6319.00-999-699000	C	ADDRESS LETTER/HS GYM	22.72	N
063685	06-04-2026		02394	NORTH TEXAS TOLLW	865-00-2190.51-001-600000	C	TOLLSHS SR TRIP	11.96	N
					865-00-2190.59-041-600000		TOLLS/MS TRIP/GARLAND	10.48	
					865-00-2190.59-041-600000		TOLLSMS TRIP FIREWHEEL	10.48	
							Check 063685 Total:	32.92	
063686	06-04-2026		02604	O'REILLY AUTO PARTS	199-11-6399.AG-001-6220AG	C	BATTERIES FOR WELDER G	278.63	N
063687	06-04-2026		15092	PUMP SOLUTIONS INC.	199-51-6259.00-999-699000	C	NEW EJECTOR PUMP/ELEM	11,708.00	N

Check Nbr	Check Date	Credit Memo	Vend Nbr	Payee	Fnd-Fnc-Obj.So-Org-Prog	Typ Cd	Reason	Amount	EFT
063688	06-04-2026		14190	RIVERSIDE INSIGHTS	199-31-62339.00-001-699000	C	ASSESSMENT 2024 NORMS	29.20	N
063689	06-04-2026		00852	RON'S MOBILE DRUG	199-34-6411.00-999-699000	C	DOT BUS PHYSICALS	1,020.00	N
063690	06-04-2026		14954	TWILIGHT COFFEE LO	865-00-2190.59-701-600000	C	EOY STAFF COFFEE BREAK	631.80	N
063691	06-04-2026		14602	WASTE CONNECTION	199-51-6249.02-999-699000	C	TRASH REMOVAL SERVICES	5,971.87	N
063692	06-10-2026		14291	ALL-AROUND AIR CON	199-51-6249.00-999-699000	C	HS GYM/UNIT/WELD BROKE/	4,216.94	N
063693	06-10-2026		14323	APRIL MCMENNAMEY	865-00-2190.49-041-600000	C	JR BETA NTL CONVE/MEALS	2,200.00	N
063694	06-10-2026		14094	C & S LOCKSMITH	199-51-6249.00-999-699000	C	LOCK REPAIRS/DOOR ADJU	278.99	N
063695	06-10-2026		00016	COLLEGE BOARD	199-11-6399.00-001-611000	C	TSIA 2 TEST UNITS	515.15	N
					199-31-6339.00-001-699000		TSIA 2 TEST UNITS	184.85	
							Check 063695 Total:	700.00	
063696	06-10-2026		02196	COMPLETE SUPPLY IN	199-51-6319.01-999-699000	C	WAX SUPPLIES	1,095.08	N
					199-51-6319.01-999-699000		WAX SUPPLIES	458.66	
					199-51-6319.01-999-699000		WAX SUPPLIES	311.52	
					199-51-6319.01-999-699000		WAX SUPPLIES	430.60	
					199-51-6319.01-999-699000		WAX SUPPLIES	13,426.65	
							Check 063696 Total:	15,722.51	
063697	06-10-2026		00382	COUNTRY FLOWERS &	865-00-2190.59-101-600000	C	A WALKER/ FLOWERS	64.95	N
					865-00-2190.59-701-600000		JAN'S RETIREMENT FLOWE	50.00	
							Check 063697 Total:	114.95	
063698	06-10-2026		00020	DEALERS ELECTRICAL	199-51-6319.00-999-699000	C	F32T8/TL941 BULBS/S5IN SC	357.03	N
					199-51-6319.00-999-699000		12LM VOLT BULBS	802.99	
							Check 063698 Total:	1,160.02	
063699	06-10-2026		00672	FEC ELECTRIC	199-51-6259.73-999-699000	C	ELECTRIC SERVICES	24,372.39	N
063700	06-10-2026		14917	HCTRA-VIOLATIONS	199-36-6412.00-001-691000	C	TOLL FEES/WINGO COACH	49.46	N
063701	06-10-2026		00542	HOOTEN'S	199-51-6319.00-999-699000	C	HOSES/EXTENSION CORD/T	431.94	N
					199-51-6319.00-999-699000		PAINTERS TAPE	255.89	
					199-51-6319.00-999-699000		SCREWS SNAP/FASTENER/T	182.41	
					199-51-6319.00-999-699000		PAINT/PUTTY KNIFE/CAN	263.37	
							Check 063701 Total:	1,133.61	
063702	06-10-2026		00971	HUNT COUNTY ELECTI	199-41-6439.00-720-699000	C	VOTE EQUIP/LIC/SUPP FEE	758.14	N
063703	06-10-2026		00011	INTOUCH BY CUMBYT	199-51-6259.72-999-699000	C	PHONE SERVICES	849.06	N
063704	06-10-2026		13917	M-PRESSED DESIGNS	865-00-2190.49-041-600000	C	JR BETA/NTL SHIRTS	304.00	N
063705	06-10-2026		00652	MELANIE MARSH	199-11-6411.00-001-622000	C	NTL BETA/CONV/STAFF MEA	675.00	N

Check Nbr	Check Date	Credit Memo	Vend Nbr	Payee	Fnd-Fnc-Obj.So-Org-Prog	Typ Cd	Reason	Amount	EFT
063706	06-10-2026		02394	NORTH TEXAS TOLLW	865-00-2190.51-001-600000	C	TOLL FEES/SR FIELD TRIP	11.96	N
					865-00-2190.59-041-600000		TOLL FEES/MS FIELD TRIP	7.54	
							Check 063706 Total:	19.50	
063707	06-10-2026		13630	OAK FARMS DAIRY DA	240-35-6341.ES-999-699000	C	ELEM FOOD INVOICE	1,010.45	N
					240-35-6341.HS-999-699000		HS FOOD INVOICE	653.07	
					240-35-6341.MS-999-699000		MS FOOD INVOICE	1,025.13	
							Check 063707 Total:	2,688.65	
063708	06-10-2026		01301	PARIS JR COLLEGE	865-00-2190.57-001-600000	C	K WALSH/LO METHOD CHUR	500.00	N
063709	06-10-2026		01816	RAINS COUNTY APPRA	199-99-6213.00-703-699000	C	3RD QTR APPRAS FEE	1,881.92	N
063710	06-10-2026		01185	RESERVE ACCOUNT	199-41-6399.PS-750-699000	C	POSTAGE/MACHINE	300.00	N
063711	06-10-2026		13860	SIMPLIFIED SCHOOL S	199-41-6219.00-701-699000	C	MAY/FINA/SUPPORT SERVIC	1,562.50	N
063712	06-10-2026		00472	TASBO	199-41-6399.00-701-699000	C	TASBO MEMBER RENEWAL	125.00	N
					199-41-6495.00-701-699000		TASBO MEMBER RENEWAL	30.00	
							Check 063712 Total:	155.00	
063713	06-10-2026		00282	TRI-COUNTY COOPER	199-93-6492.00-999-623000	C	MAY VI SERVICES	310.00	N
063714	06-10-2026		00308	VARSITY SPIRIT FASHI	865-00-2190.50-041-600000	C	MS CHEER CLOTHING	7,892.17	N
063715	06-10-2026		14640	WALSH GALLEGOS TR	199-41-6211.00-701-699000	C	ATTORNEY SERV/SPECIAL E	2,856.00	N
063716	06-17-2026		15103	AMELIA IVON	199-51-6249.00-999-699000	C	SUMMER WRK PROGRAM	845.00	N
063717	06-17-2026		15100	AUTO-CHLOR SERVIC	240-35-6299.HS-999-699000	C	DISHMACHINE CHEMICIALS	99.90	N
063718	06-17-2026		15101	BLAKE SANDERS	481-36-6399.00-001-691BBS	C	BASEBALL PLAYOFF OFFICI	145.00	N
063719	06-17-2026		14925	BRODY PEAN	199-51-6249.00-999-699000	C	SUMMER WRK PROGRAM	580.00	N
063720	06-17-2026		14750	BROOKLYN WHITEHEA	199-51-6299.00-999-699000	C	TECH SUMMER WRK	600.00	N
063721	06-17-2026		14927	BRYCE HOFFMAN	199-51-6249.00-999-699000	C	SUMMER WRK PROGRAM	450.00	N
063722	06-17-2026		14929	CAMDEN DEBORD	199-51-6249.00-999-699000	C	SUMMER WRK PROGRAM	420.00	N
063723	06-17-2026		15107	CHRISTOPHER MAURI	199-51-6249.00-999-699000	C	SUMMER WRK PROGRAM	425.00	N
063724	06-17-2026		15106	COLTON BAKER	199-51-6249.00-999-699000	C	SUMMER WRK PROGRAM	610.00	N
063725	06-17-2026		14193	CRITICAL DEFENSE G	199-52-6411.00-999-699000	C	DEFENSE TRAINING	400.00	N
					199-52-6411.02-999-699000		DEFENSE TRAINING	2,000.00	
							Check 063725 Total:	2,400.00	
063726	06-17-2026		01367	DATAMAX	199-23-6239.00-041-699000	C	COLOR COPIER/OVERAGES	797.70	N

Check Nbr	Check Date	Credit Memo	Vend Nbr	Payee	Fnd-Fnc-Obj.So-Org-Prog	Typ Cd	Reason	Amount	EFT
063727	06-17-2026		14934	DYLAN SAUNDERS	199-51-6249.00-999-699000	C	SUMMER ADMIN WRK	130.00	N
063728	06-17-2026		00971	HUNT COUNTY ELECTI	199-41-6439.00-720-699000	C	VOTER ELECTION COST	3,248.06	N
063729	06-17-2026		14926	KADEN SANDLIN	199-51-6249.00-999-699000	C	SUMMER WRK PROGRAM	425.00	N
063730	06-17-2026		15105	MATEO VALDEZ	199-51-6249.00-999-699000	C	SUMMER WRK PROGRAM	785.00	N
063731	06-17-2026		05229	NATIONAL FFA	865-00-2190.42-001-600000	C	FFA JACKETS/SCARFS	212.00	N
063732	06-17-2026		14931	NICHOLAS STROUD	199-51-6249.00-999-699000	C	SUMMER WRK PROGRAM	410.00	N
063733	06-17-2026		02394	NORTH TEXAS TOLLW	865-00-2190.59-041-600000	C	TOLLS/MS FIELD TRIP	7.54	N
063734	06-17-2026		15104	PEYTON JACKSON	199-51-6249.00-999-699000	C	SUMMER WRK PROGRAM	280.00	N
063735	06-17-2026		00094	PITNEY BOWES	199-41-6399.PS-750-699000	C	POSTAGE MACHINE RENTAL	150.45	N
063736	06-17-2026		14055	POWELL LAW GROUP,	199-41-6211.00-701-699000	C	MAY ATTORNEY SERVICES	12,766.00	N
063737	06-17-2026		14932	PRESLEY WHITEHEAD	199-51-6299.00-999-699000	C	TECH SUMMER WRK	600.00	N
063738	06-17-2026		01196	REGION 4 EDUCATION	199-34-6411.00-999-699000	C	BUS DRIVER CERTIFY TRAIN	55.00	N
063739	06-17-2026		02668	RICOH USA, INC	199-23-6239.00-041-699000	C	JUNE COPIER MAINTEN SERV	1,967.50	N
063740	06-17-2026		00325	RIDDELL	199-36-6249.FB-001-6910FB 199-36-6249.FB-041-6910FB	C	HELMET RECONDITIONING HELMET RECONDITIONING	8,000.00 2,398.70	N
							Check 063740 Total:	10,398.70	
063741	06-17-2026		14928	SAMUEL STROUD	199-51-6249.00-999-699000	C	SUMMER WRK PROGRAM	410.00	N
063742	06-17-2026		00752	SCHOLASTIC BOOKS	199-12-6329.00-101-699000	C	BOOKS FOR VENDING	399.23	N
063743	06-17-2026		15108	STEELE DIAMOND	199-51-6249.00-999-699000	C	SUMMER WRK PROGRAM	400.00	N
063744	06-17-2026		00330	TASB	199-41-6411.00-701-699000	C	POLICY ALERT WEBINER	100.00	N
063745	06-17-2026		01101	THE UNIVERSITY OF T	865-00-2190.49-001-600000	C	K SAULTERS/HS BETA SCHO	200.00	N
063746	06-17-2026		01317	TSNAP	199-13-6411.00-999-699000	C	TSNAP/MEMBER RENEWAL	55.00	N
063747	06-17-2026		01583	TSRP LETTER JACKET	199-36-6399.00-001-699000	C	LETTER JACKETS	595.00	N
063748	06-17-2026		15082	VICTOR PADON	199-51-6249.00-999-699000	C	SUMMER WRK PROGRAM	415.00	N
063749	06-17-2026		01251	CARD SERVICE CENTE	199-11-6399.00-041-625000 199-11-6499.00-041-611000 199-11-6499.02-999-699T00 199-23-6411.00-001-699000	C	Reward for TELPAS Reward for TELPAS MONTHLY HOT SPOT SERVI TASSP	25.00 92.00 365.76 272.92	N

Check Nbr	Check Date	Credit Memo	Vend Nbr	Payee	Fnd-Fnc-Obj.So-Org-Prog	Typ Cd	Reason	Amount	EFT
					199-36-6411.00-001-691003		THSADA TRAVEL / STAY	13.00	
					199-36-6411.SB-001-6910SB		THSADA TRAVEL / STAY	326.53	
					199-36-6411.TG-001-6910TG		THSADA TRAVEL / STAY	326.52	
					199-41-6411.00-702-699000		BOARD/WRKSHOP FEE	60.00	
					865-00-2190.59-701-600000		RETIREMENT/QUART JARS/	15.44	
					865-00-2190.59-701-600000		RETIREMENT CAKE/CUPCAK	56.24	
					865-00-2190.59-701-600000		RETIRMENT DRINKS/PUNCH	109.32	
					865-00-2190.59-701-600000		EOY BREAKFAST BURRITOS	962.50	
	06-17-2026	0000061626	01251	CARD SERVICE CENTE	865-00-2190.59-701-600000	M	CREDIT/ACTIVATE ADMISSI	-23.22	
							Check 063749 Total:	2,602.01	
063750	06-17-2026		15109	CLARENDON COLLEG	865-00-2190.57-001-600000	C	A WALKER CRAIG SUGGS S	1,000.00	N
					865-00-2190.57-001-600000		A WALKER LO METHOD SCH	500.00	
							Check 063750 Total:	1,500.00	
063751	06-17-2026		14639	LAKE TAWAKONI REGI	199-41-6411.00-701-699000	C	LUNCHEON TICKETS	20.00	N
063752	06-17-2026		14276	NORTH TEXAS SCHOO	199-34-6499.99-999-699000	C	ELDT BUS TRAIN SERVICES	125.00	N
063753	06-17-2026		01101	THE UNIVERSITY OF T	865-00-2190.49-001-600000	C	L HAMMOND HS BETA SCHO	200.00	N
					865-00-2190.56-001-600000		L HAMMOND B LYNCH CC S	250.00	
					865-00-2190.57-001-600000		L HAMMOND/ B FANNIN SCH	2,000.00	
							Check 063753 Total:	2,450.00	
063754	06-22-2026		15110	ADDISON WILHITE	199-51-6299.00-999-699000	C	SUMMER/HS OFFICE WRK	450.00	N
063755	06-22-2026		01448	AMANDA WILLIS	482-36-6249.00-001-691000	C	SB CAMP	206.50	N
063756	06-22-2026	1YRQ-6GK7-	14468	AMAZON CAPITAL SER	199-12-6329.00-001-699000	M	CREDIT RETURN BOOK	-97.09	N
	06-22-2026	1JH3-VHDY-	14468	AMAZON CAPITAL SER	199-12-6399.00-001-699000	M	RETURN BOOK	-5.11	
	06-22-2026		14468	AMAZON CAPITAL SER	199-34-6319.00-999-699000	C	EXPO DRY ERASE MARKER	20.38	
					199-36-6399.CH-001-6910CH		JERSEYS/MASCOTS	66.09	
					199-36-6399.CH-041-6910CH		MS CHEER SUPPLIES	35.76	
					199-41-6399.00-701-699000		BOOK/HOW TO GET WHAT/	117.96	
					199-41-6399.00-701-699000		STICKY TABS/DESK CALEND	24.67	
					199-41-6399.00-750-699000		OCCIE SUPPLIES	74.46	
					199-51-6319.00-999-699000		BACKBRACES	268.47	
					199-51-6319.00-999-699000		STORAGE	926.99	
					199-51-6319.00-999-699000		LARGE DIGITAL CLOCK	27.99	
					199-51-6319.00-999-699000		WAX SUPPLIES	290.97	
					865-00-2190.50-041-600000		MS CHEER SUPPLIES	3.09	
							Check 063756 Total:	1,754.63	
063757	06-22-2026		14796	APPRAISAL & COLLEC	199-99-6213.00-703-699000	C	TRUTH-IN-TAXATION SOFTW	340.00	N
063758	06-22-2026		05322	BSN SPORTS	199-36-6397.00-001-691000	C	ATHLETIC SUPPLIES	4,455.00	N
					199-36-6399.00-001-691000		ATHLETE WORKOUT SHIRTS	1,953.58	
							Check 063758 Total:	6,408.58	
063759	06-22-2026		00722	CINDY CALK	199-36-6499.FC-999-691000	C	5/7-5/8 BB PLAYOFF TICK SE	150.00	N

Check Nbr	Check Date	Credit Memo	Vend Nbr	Payee	Fnd-Fnc-Obj.So-Org-Prog	Typ Cd	Reason	Amount	EFT
063760	06-22-2026		02017	CLINT PATTERSON	199-36-6499.FC-999-691000	C	5/7-5/8 BB PLAYOFF ANNOU	150.00	N
063761	06-22-2026		01367	DATAMAX	199-23-6239.00-001-699000	C	JULY COPIER MAINTEN	526.70	N
063762	06-22-2026		14770	DERRICK JONES	482-36-6249.00-001-691000	C	BUFF BB CAMP	732.00	N
063763	06-22-2026		02700	DIRECT ENERGY BUSI	199-51-6259.73-999-699000	C	ELECTRIC SERVCE/COLLEG	39.54	N
063764	06-22-2026		14164	ERIN BOWERS	199-36-6499.FC-999-691000	C	SB PLAYOFF 4/20/ADMIN	100.00	N
					199-36-6499.FC-999-691000		BASEBALL PLAYOFF/TICKET	75.00	
							Check 063764 Total:	175.00	
063765	06-22-2026		00040	GREENVILLE SUPPLY	199-51-6319.00-999-699000	C	SLOAN VALVE/BREAKER AS	106.10	N
063766	06-22-2026		00542	HOOTEN'S	199-51-6319.00-999-699000	C	CASTERS/SCRAPER/TAPE/R	398.91	N
					199-51-6319.00-999-699000		PAINT	199.99	
					199-51-6319.00-999-699000		PAINT/ROLLER/TRAY	56.57	
							Check 063766 Total:	655.47	
063767	06-22-2026		00063	J & R DISCOUNT AUTO	199-34-6319.00-999-699000	C	AIR/OIL FILTERS	177.45	N
					199-34-6319.00-999-699000		AIR FILTER/WINDOW REGUL	246.16	
					199-34-6319.00-999-699000		MINI VAN/DOOR WINDOW S	100.04	
							Check 063767 Total:	523.65	
063768	06-22-2026		15093	JEFFREY PEAN	199-36-6499.FC-999-691000	C	SB PLAYOFF SCOREBOARD	75.00	N
					199-36-6499.FC-999-691000		5/8 BB PLAYOFF CUSTODIAL	100.00	
							Check 063768 Total:	175.00	
063769	06-22-2026		02884	JOE STERNER	199-36-6499.FC-999-691000	C	57-5/8 BB SECURITY	300.00	N
063770	06-22-2026		14485	JOSEPH DOLES	481-36-6249.00-001-691000	C	BOYS BB CAMP	1,556.00	N
063771	06-22-2026		14205	JOSEPH ROBINSON	199-36-6499.FC-999-691000	C	5/7 BB PLAYOFF CUSTODIAL	100.00	N
063772	06-22-2026		15111	KATHERINE HOUSER	482-36-6249.00-001-691000	C	SB CAMP	206.50	N
063773	06-22-2026		14923	KAYLEE KAUFMAN	199-36-6499.FC-999-691000	C	5/7-5/8 BB PLAYOFF SITE AD	240.00	N
063774	06-22-2026		14543	KEVIN HATCHER	482-36-6249.00-001-691000	C	SB CAMP	206.50	N
063775	06-22-2026		02118	LINDA ROSS	199-36-6499.FC-999-691000	C	5/7-5/8 BB PLAYOFF TICK TA	150.00	N
063776	06-22-2026		14294	LOGAN TURNER	199-36-6499.FC-999-691000	C	4/20 COORD SB PLAYOFF	60.00	N
					199-36-6499.FC-999-691000		5/7 COORD BASEBALL PLAY	60.00	
							Check 063776 Total:	120.00	
063777	06-22-2026		14482	MICHAEL WHITEHEAD	199-36-6499.FC-999-691000	C	SB PLAYOFF CUSTODIAL 4/2	75.00	N
					199-36-6499.FC-999-691000		57-5/8 BB PLAYOFF SCOREB	150.00	
							Check 063777 Total:	225.00	
063778	06-22-2026		02394	NORTH TEXAS TOLLW	199-11-6411.00-001-611000	C	TOLLS/ EMT CONFE	17.84	N

Check Nbr	Check Date	Credit Memo	Vend Nbr	Payee	Fnd-Fnc-Obj.So-Org-Prog	Typ Cd	Reason	Amount	EFT
063779	06-22-2026		00160	QUILL CORPORATION	199-41-6399.00-701-699000	C	COPY PAPER	154.98	N
					199-41-6399.00-750-699000		COPY PAPER	154.97	
							Check 063779 Total:	309.95	
063780	06-22-2026		15090	SICKELS ROOFING AN	199-51-6249.00-999-699000	C	ROOF REPAIRS/ELEMENTAR	2,500.00	N
063781	06-22-2026		01948	TAMARA RAGSDALE	199-11-6411.00-041-611000	C	DC TRIP/MEALS	150.00	N
063782	06-22-2026		00330	TASB	199-51-6249.00-999-699000	C	ASBESTOS/INSPECTION/NE	2,505.00	N
063783	06-24-2026		14562	BOBBY WORTHY	459-41-6219.00-751-699000	C	JUNE CO-OP SERVICE INVOI	6,580.84	N
063784	06-24-2026		15029	LIQUID ENVIRONMENT	240-35-6299.00-999-699000	C	PUMP/CAFE/GREASE TRAPS	1,535.34	N
063785	06-24-2026		14325	RICK TIDWELL	459-41-6219.00-751-699000	C	JUNE HUNT CO-OP SERVICE	9,267.66	N
Grand Totals:								269,547.72	
End of Report									

**LONE OAK INDEPENDENT SCHOOL DISTRICT
CASH SUMMARY OF BANK ACCOUNT BALANCES
FOR THE MONTH END JUNE 2026**

<u>CHECKING ACCOUNTS (FUND)</u>	OPENING BALANCES	DEPOSITS	WITHDRAWALS	INTEREST	ENDING BALANCES
GENERAL OPERATING M&O (199)	\$2,347,684.97	\$1,067,332.63	\$1,423,792.16	\$16.86	\$1,991,242.30
DEBT SERVICE I&S (599)	\$286,218.94	\$22,217.02	\$0.00	\$246.52	\$308,682.48
ANBTX TURF REPLACEMENT (498)	\$50,019.66	\$0.00	\$0.00	\$0.41	\$50,020.07
ANBTX CAPITAL PROJECTS (699)	\$264,895.80	\$0.00	\$9,500.00	\$211.82	\$255,607.62
TOTAL CHECKING ACCOUNTS	\$2,948,819.37	\$1,089,549.65	\$1,433,292.16	\$475.61	\$2,605,552.47

<u>CDs & OTHER INVESTMENTS (FUND)</u>	OPENING BALANCES	DEPOSITS	WITHDRAWALS	INTEREST	ENDING BALANCES
TEXPOOL - GENERAL OPERATING M&O (199)	\$3,586,573.97	\$0.00	\$0.00	\$10,750.68	\$3,597,324.65
TEXPOOL - DEBT SERVICE I&S (599)	\$1,562,017.44	\$0.00	\$0.00	\$4,682.13	\$1,566,699.57
TEXPOOL - TURF REPLACEMENT (498)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
ANBTX TURF REPLACEMENT CD (498)	\$274,242.78	\$0.00	\$0.00	\$1,927.21	\$276,169.99
TOTAL CDs & OTHER INVESTMENTS	\$5,422,834.19	\$0.00	\$0.00	\$17,360.02	\$5,440,194.21
TOTAL ALL FUNDS	\$8,371,653.56	\$1,089,549.65	\$1,433,292.16	\$17,835.63	\$8,045,746.68

**LONE OAK ISD
2026 - 2027 BUDGET**

GENERAL OPERATING FUND - FUND 199

REVENUES:		ADOPTED	AMEND	AMENDED
OBJECT	DESCRIPTION	ESTIMATED REVENUES	7/20/2026	EST REVENUES 7/20/2026
5700	Local / Intermediate Revenue	4,685,905	0	4685905
5800	State Program Revenue	10,448,210	0	10,448,210
5900	Federal Program Revenue	0	0	0
	TOTAL	15,134,115	0	15,134,115

APPROPRIATIONS:		ADOPTED	AMEND	AMENDED
FUNCTION	DESCRIPTION	BUDGET	DIFFERENCE	REALLOCATED
11	Instruction	8,622,694	-200	8,622,894
12	Instructional Resources & Media	84,150	500	83,650
13	Instructional Staff Development	50,400	-300	50,700
21	Instructional Administration	12,492	0	12,492
23	School Leadership	715,752	0	715,752
31	Guidance and Counseling	178,778	0	178,778
33	Health Services	145,940	0	145,940
34	Student Transportation	489,208	0	489,208
35	Food Service	55,408	0	55,408
36	Cocurricular / Extracurricular	795,740	0	795,740
41	General Administration	814,105	0	814,105
51	Facilities Maintenance & Operations	1,802,392	0	1,802,392
52	Security & Monitoring Services	251,954	0	251,954
53	Data Processing	327,689	0	327,689
71	Debt Services	173,635	0	173,635
93	Shared Service Arrangement	314,068	0	314,068
99	Other Intergovernmental Charges	171,000	0	171,000
00	Other / Flow Through Out	128,710	0	128,710
	TOTAL	15,134,115	0	15,134,115

FOOD SERVICE FUND 240

REVENUES:		ADOPTED	AMEND	AMENDED
OBJECT	DESCRIPTION	ESTIMATED REVENUES	DIFFERENCE	ESTIMATED REVENUES
5700	Local / Intermediate Revenue	265,000	0	265,000
5800	State Program Revenue	9,000	0	9,000
5900	Federal Program Revenue	379,428	0	379,428
7900	Other Resources / Transfer In	128,710	0	128,710
	TOTAL	782,138	0	782,138

APPROPRIATIONS:			ADOPTED		AMEND	AMENDED
FUNCTION	DESCRIPTION		BUDGET		DIFFERENCE	REALLOCATED
35	Food Service	TOTAL	782,138		0	782,138

DEBT SERVICE FUND 599

REVENUES:		ADOPTED	AMEND	AMENDED
OBJECT	DESCRIPTION	ESTIMATED REVENUES	DIFFERENCE	ESTIMATED REVENUES
5700	Local / Intermediate Revenue	3,200,857	0	3,200,857
5800	State Program Revenue	297,151	0	297,151
5900	Federal Program Revenue	0	0	0
	TOTAL	3,498,008	0	3,498,008

APPROPRIATIONS:			ADOPTED	AMEND	(AMENDED)
FUNCTION	DESCRIPTION	12 BUDGET		DIFFERENCE	REALLOCATED
71	Debt Service	TOTAL	2,434,394	0	2,434,394

NOTES: Amendments due to salary adjustments.

Regular Meeting

Thursday, June 25, 2026 6:00 PM

Lone Oak ISD Administration Building, 8162 Highway 69 South, Lone Oak, TX 75453

Orville Gentry:	Present
Nikki Haynes:	Present
Lee Hogue:	Present
Donald Isenberg:	Present
Jeremy McClanahan:	Present
Drew McMurtre:	Absent
Clint Patterson:	Present

1. Establish a quorum and call meeting to order

Discussion: This meeting was called to order at 6:03 PM

2. Opening Prayer & Pledges

Discussion: Clint Patterson gave them opening prayer.

3. Forum for community input

Discussion: No community input was provided.

4. Consent Agenda

Action(s):

Motion to approve the consent agenda as presented. This motion, made by Nikki Haynes and seconded by Clint Patterson, Passed.

Voting Detail:

Orville Gentry:	Yea
Nikki Haynes:	Yea
Lee Hogue:	Yea
Donald Isenberg:	Yea
Jeremy McClanahan:	Yea
Drew McMurtre:	Absent
Clint Patterson:	Yea

Voting Summary: Yea: 6, Nay: 0, Absent: 1

4.1. Monthly Check Register

4.2. Finance/Investment Report

4.3. Budget Amendments/Reallocation

4.4. Minutes from previous meeting

5. Public Meeting to discuss the 2026-2027 LOISD budget.

Discussion: Prior to this item, the board paused from 6:08 - 6:16 for technical difficulties. The proposed LOISD budget was presented by Dr. Shannon Orsborn. The public hearing began at 6:26 and ended at 6:32 PM.

6. **Consider and act upon adoption of the budget for the 2026-2027 school year.**

Action(s):

I move that we adopt the 2026-2027 budget as presented. This motion, made by Clint Patterson and seconded by Donald Isenberg, Passed.

Voting Detail:

Orville Gentry:	Yea
Nikki Haynes:	Yea
Lee Hogue:	Yea
Donald Isenberg:	Yea
Jeremy McClanahan:	Yea
Drew McMurtre:	Absent
Clint Patterson:	Yea

Voting Summary: Yea: 6, Nay: 0, Absent: 1

7. **STAAR Update**

Discussion: Kathy Cowan, Coordinator of Instruction and Testing, presented.

8. **TASB Policy Update 127**

9. **Discuss and possibly approve the disposal of a district school bus according to policy.**

Action(s):

Motion to approve of the disposal of a district school bus according to district policy. This motion, made by Clint Patterson and seconded by Orville Gentry, Passed.

Voting Detail:

Orville Gentry:	Yea
Nikki Haynes:	Yea
Lee Hogue:	Yea
Donald Isenberg:	Yea
Jeremy McClanahan:	Yea
Drew McMurtre:	Absent
Clint Patterson:	Yea

Voting Summary: Yea: 6, Nay: 0, Absent: 1

10. **Discuss and possibly approve holidays for the 2026-2027 school year in regard to Public Information Requests.**

Action(s):

I move that we approve the nonbusiness days for the 2026-2027 school year as presented. This motion, made by Donald Isenberg and seconded by Nikki Haynes, Passed.

Voting Detail:

Orville Gentry:	Yea
Nikki Haynes:	Yea
Lee Hogue:	Yea
Donald Isenberg:	Yea
Jeremy McClanahan:	Yea
Drew McMurtre:	Absent

Clint Patterson: Yea

Voting Summary: Yea: 6, Nay: 0, Absent: 1

11. Administrative Team Reports

Discussion: Dr. Wilhite gave a high school update
Mrs. Whitehead gave an elementary school update
Mrs. Cowan gave curriculum and instruction update
Dr. Orsborn gave a financial update
Mr. Shepherd gave an operations update.
Mr. Whitehead gave a transportation update
Chief Sterner gave a safety and security update
Coach Turner gave an athletics update

12. Executive Session

Discussion: The board adjourned into executive session at 7:00 PM and returned at 8:19 PM.

12.1. 551.074 Discuss personnel or to hear complaints against personnel

13. Possible action(s) on sale of approximately 6.58 acres of district property and building(s) located at 602 College Street in Lone Oak, Hunt County, Texas

Action(s):

I move that the Board of Trustees determine that the real property located at 602 College Street (partial of parcel 105845 and 116206) is no longer necessary for the operation of the school district and that it is in the best interest of the school district to sell the property. This motion, made by Nikki Haynes and seconded by Orville Gentry, Passed.

Voting Detail:

Orville Gentry: Yea
Nikki Haynes: Yea
Lee Hogue: Yea
Donald Isenberg: Yea
Jeremy McClanahan: Yea
Drew McMurtre: Absent
Clint Patterson: Yea

Voting Summary: Yea: 6, Nay: 0, Absent: 1

I move that the Board of Trustees authorize the sale of property located at 602 College Street (partial of parcel 105845 and 116206) through a sealed bid process and that we authorize the Superintendent to take whatever actions necessary to sell the property. This motion, made by Donald Isenberg and seconded by Nikki Haynes, Passed.

Voting Detail:

Orville Gentry: Yea
Nikki Haynes: Yea
Lee Hogue: Yea
Donald Isenberg: Yea
Jeremy McClanahan: Yea
Drew McMurtre: Absent

Clint Patterson: Yea

Voting Summary: Yea: 6, Nay: 0, Absent: 1

14. **Adjournment**

Discussion: This meeting was adjourned at 8:21 PM.

Board Secretary



Lone Oak Independent School District

Dedicated to Excellence in Education

Student Handbook 2026-2027 School Year

If you have difficulty accessing the information in this document because of a disability, please contact the district at 903-662-5427.

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Lone Oak ISD & Campus Administration

- Nate Compton 903- 662-5427 Superintendent
- Jill Whitehead 903-662-5151 Elementary Principal
- Haley Holder 903-662-5151 Elementary Dean of Students
- Tammy Ragsdale 903-662-5121 Middle School Principal
- Shelby McMurtre 903-662-5121 Middle School Dean of Students

- Shannon Wilhite 903-662-0980 High School Principal
- Lindsey Buhler 903-662-0980 High School Assistant Principal
- Logan Turner 903-662-0980 Athletic Director
- Annie Northcutt 903-662-0980 District Registered Nurse

School Colors:

Red and White

Mascot:

Buffalo

District Motto:

“Dedicated to Excellence in Education”

District Mission:

To create a supportive learning environment that nurtures positive self-esteem and physical well-being while enabling students to reach their fullest academic and social potential. The district accepts the responsibilities for preparing students to be productive citizens and lifelong learners in our changing world.

School Song

We love you Lone Oak High School. You're the best and always will be. We love you Lone Oak High School. You mean the world to me. You stand for truth and courage, and for right you'll always stand. We love you Lone Oak High School. Lone Oak High School, we think you're grand. We'll cheer you on to victory or stand by you when you fall. We'll back you when you're losing or when you have the ball. We'll always be in here fighting, and always be brave and true! We've got the spirit. We've got the team. Lone Oak High School you're our dream.

Preface Parents and Students:

Welcome to the new school year!

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

The **Lone Oak ISD** Student Handbook is a general reference guide that is divided into two sections:

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

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

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

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

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

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

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

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

A hard copy of either the Student Code of Conduct or Student Handbook can be requested at ***the campus office***.

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

The policy manual includes:

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

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

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

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

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

Accessibility

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

Lone Oak Elementary • 8080 Highway 69 South Lone Oak, TX 75453 • 903-634-5262

Lone Oak Middle School • 8160 Highway 69 South Lone Oak, TX 75453 • 903-634-5244

Lone Oak High School • 8204 Highway 69 South Lone Oak, TX 75453 • 903-634-5221

Section One: Parental Rights

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

Consent, Opt-Out, and Refusal Rights

Consent to Conduct a Psychological or Psychiatric Evaluation

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

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

Consent to Human Sexuality Instruction

Annual Notification

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

For more information, see the district's human sexuality instruction website at ***www.loneoakisd.net***.

In accordance with state law, a parent may:

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

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

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

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

Consent Before Human Sexuality Instruction

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

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

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

Annual Notification

Students receive instruction related to the prevention of child abuse, family violence, dating violence, and sex trafficking. The School Health Advisory Council (SHAC) makes recommendations for curriculum materials, and the school board adopts the materials and determines the specific content of the instruction.

For more information, see the district's abuse prevention instruction website at www.loneoakisd.net.

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials. As required by law, any curriculum materials in the public domain used in this instruction will be posted on the district's website at the location indicated above.
- Remove their child from any part of this instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. See the campus principal for details.
- Use the district's grievance procedure concerning a complaint. [See Complaints and Concerns (All Grade Levels) and policy FNG for information on the grievance and appeals process.]

[See Consent Before Human Sexuality Instruction, Dating Violence, and Child Sexual Abuse, Neglect, Trafficking, and Other Maltreatment of Children (All Grade Levels)]

Consent to Provide a Mental Health Care Service

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

The district has established procedures for recommending to a parent an intervention for a student with early warning signs of mental health concerns, substance abuse, or suicide risk. The district's mental health liaison will notify the student's parent within a reasonable amount

of time after the liaison learns that a student has displayed early warning signs and provide information about available counseling options.

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

The mental health liaison can be reached at:

Cindy Smith

Counselor

8162 Highway 69 South

crsmith@loisd.net

(903) 662-5121

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

[See Mental Health Support (All Grade Levels)]

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

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

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

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

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

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

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

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

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

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

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

Opting Out of Advanced Mathematics in Grades 6-8

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

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

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

Prohibiting the Use of Corporal Punishment

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

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

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

Note:

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

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

Limiting Electronic Communications between Students and District Employees

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

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

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

The employee is required to include their immediate supervisor and the student’s parent as recipients on all text messages.

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

Objecting to the Release of Directory Information

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

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

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

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

However, a parent or eligible student may object to the release of this information. Any objection must be made in writing to the principal within 10 school days of the student’s first day of instruction for this school year [See Notice Regarding Directory Information and Parent’s Response Regarding Release of Student Information, included in the forms packet.]

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

As allowed by state law, the district has identified two directory information lists — one for school-sponsored purposes and a second for all other requests. For district publications and announcements, the district has designated the following as directory information:

For the following school-sponsored purposes — all District publications and announcements — directory information shall include student name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; degrees, honors, and awards received; dates of attendance; grade level; most recent educational institution attended; participation in officially recognized activities and sports; and weight and height of members of athletic teams.

For all other purposes, directory information shall include student name; photograph; degrees, honors, and awards received; grade level; enrollment status; participation in officially recognized activities and sports; and weight and height of members of athletic teams. If a parent does not object to the use of their child's information for these school-sponsored purposes, the school will not ask permission each time the district wants to use the information for these purposes.

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

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

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

- Name
- Address
- Telephone listing

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

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

Participation in Third-Party Surveys

Consent Required Before Student Participation in a Federally Funded Survey

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

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

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

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

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

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

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

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

A parent may inspect:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Religious or Moral Beliefs

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

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

Tutoring or Test Preparation

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

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

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

In accordance with state law and policy EC, districts must obtain parental permission before removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than 10 percent of the days the class is offered.

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

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

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

Parent Review of Instructional Materials and Plan

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

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

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

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

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

Teachers are required to provide a copy of the teacher's instructional plan or course syllabus for each class to the parent of each student enrolled in that class before the beginning of each semester. A parent may obtain additional copies of plan or syllabus by request.

[For information about parental access to any online library catalog and library materials, including records of their child's checked out library materials, see Library (All Grade Levels).]

District Review of Instructional Materials

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

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

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

Notices of Certain Student Misconduct to Noncustodial Parent

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

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

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

Student Records

Accessing Student Records

A parent may review their child's records, including:

- Attendance records
- Test scores
- Grades
- Disciplinary records
- Counseling records
- Psychological records
- Applications for admission
- Health and immunization information
- Other medical records
- Teacher and school counselor evaluations
- Reports of behavioral patterns
- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with the child, as the term "intervention strategy" is defined by law
- Records relating to school library materials the child obtains from a school library [See Library (All Grade Levels) for more information.]
- State assessment instruments that have been administered to the child
- Teaching materials and tests used in the child's classroom

Authorized Inspection and Use of Student Records

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

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

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

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

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

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

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

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

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

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

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

Legitimate educational interest may include:

- Working with the student

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

School officials may include:

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

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

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

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

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

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

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

A parent or eligible student who submits a written request and pays copying costs of 10 cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review the records.

You may contact the custodian of records for currently enrolled students at the campus offices.

You may contact the custodian of records for students who have withdrawn or graduated at:

The district administration office

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

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

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

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

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

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

Teacher and Staff Professional Qualifications

A parent may request information about the professional qualifications of their child's teachers, including whether the teacher:

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

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

A Student with Exceptionalities or Special Circumstances

Children of Military Families

[The Interstate Compact on Educational Opportunities for Military Children](https://www.dodea.edu/education/partnership-and-resources/military-interstate-compact) (<https://www.dodea.edu/education/partnership-and-resources/military-interstate-compact>) entitles children of military families to flexibility regarding certain district and state requirements, including:

- Immunization requirements
- Grade level, course, or educational program placement
- Eligibility requirements for participation in extracurricular activities
- Enrollment in virtual or hybrid courses offered by the district or another district or school
- Graduation requirements

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

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

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

More information is available at [Military Family Resources at the Texas Education Agency](https://tea.texas.gov/about-tea/other-services/military-family-resources) (<https://tea.texas.gov/about-tea/other-services/military-family-resources>).

Parental Role in Certain Classroom and School Assignments

Multiple-Birth Siblings

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

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

Safety Transfers/Assignments

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

The board may transfer a student who has engaged in bullying to another classroom.

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

[See Bullying (All Grade Levels), and policies FDB and FFI for more information.]

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

[See policy FDE for more information.]

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

Student Use of a Service/Assistance Animal

A parent of a student who uses a service/assistance animal because of the student's disability must submit a written request to the principal before bringing the service/assistance animal on campus. The district will try to accommodate a request as soon as possible but will do so within 10 district business days.

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

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

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

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

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

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

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

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

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

If you have questions, please contact the district's foster care liaison:

Joseph Riddle

Director of Federal & Special Programs

jriddle@loisd.net

[See Credit by Examination for Advancement/Acceleration — If a Student Has Not Taken the Course/Subject and Course Credit (Secondary Grade Levels Only)]

A Student Who Is Homeless

A parent is encouraged to inform the district if their child is experiencing homelessness. District staff can share resources that may be able to assist families.

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

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

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

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

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

For more information on services for students who are homeless, contact the district's homeless education liaison:

Joseph Riddle

Director of Federal & Special Programs

jriddle@loisd.net

[See Credit by Examination for Advancement/Acceleration — If a Student Has Not Taken the Course/Subject and Course Credit (Secondary Grade Levels Only)]

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

For those students who are having difficulty in the regular classroom, all school districts must consider tutorial, compensatory, and other academic or behavior support services that are

available to all students, including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts to meet the needs of all struggling students.

If a student is experiencing learning difficulties, their parent may contact the individuals listed below to learn about the school's overall general education referral or screening system for support services.

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

Special Education Referrals

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

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

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

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

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

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

Contact Person for Special Education Referrals and 504 Referrals

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

Lone Oak Elementary School 8080 Highway 69 South Lone Oak, TX 75453
903-634-5262 Mindy Hogue, Special Populations Coordinator mhogue@loisd.net

Lone Oak Middle School 8160 Highway 69 South Lone Oak, TX 75453
903-634-5244 Sandy Killian, Special Populations Coordinator skillian@loisd.net

Lone Oak High School 8204 Highway 69 South Lone Oak, TX 75453
903-662-0980 Michelle Martinez, Special Populations Coordinator mmartinez@loisd.net

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

Lone Oak High School 8204 Highway 69 South Lone Oak, TX 75453
903-662-0980 Michelle Martinez, Special Populations Coordinator mmartinez@loisd.net

Section 504 Referrals

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

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

Contact Person for Section 504 Referrals is the same as Special Education Referrals

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

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

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

- [Legal Framework for the Child-Centered Special Education Process](https://fw.escapps.net/Display_Portal?destination=/)
(https://fw.escapps.net/Display_Portal?destination=/)

- [Partner Resource Network \(http://prntexas.org/\)](http://prntexas.org/)
- [SPEDTEX: Special Education Information Center \(https://www.spedtex.org/\)](https://www.spedtex.org/)
- [Texas First Project \(http://www.texasprojectfirst.org/\)](http://www.texasprojectfirst.org/)
- [TEA Special Education Parent and Family Resources \(https://tea.texas.gov/academics/special-student-populations/special-education/parent-and-family-resources\)](https://tea.texas.gov/academics/special-student-populations/special-education/parent-and-family-resources)

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

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

Texas Driving with Disability Program

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

The Texas Driving with Disability Program focuses on improving the interaction between law enforcement and drivers with disabilities that have unique communication needs.

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

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

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

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

A Student Who Speaks a Primary Language Other than English

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

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

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

[See Emergent Bilingual Students (All Grade Levels) and Special Programs (All Grade Levels)]

A Student with Physical or Mental Impairments Protected under Section 504

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

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

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

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

Section Two: Other Important Information for Parents and Students

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

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

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

Absences/Attendance

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

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

Compulsory Attendance

Prekindergarten and Kindergarten

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

Ages 6-18

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

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

Age 19 and Older

A student who voluntarily attends or enrolls after their 19th birthday is required to attend each school day until the end of the school year. If the student incurs more than five unexcused absences in a semester, the district may revoke the student's enrollment. The student's presence on school property thereafter would be unauthorized and may be considered trespassing. [See policy FEA for more information.]

Compulsory Attendance — Exemptions

All Grade Levels

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

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

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

Note that documented health-care appointments may include telehealth appointments. Students who are physically on campus will not be allowed to participate in telehealth or other online appointments without specific authorization from an appropriate administrator. Students should not use district-issued technology, including Wi-Fi or internet, for telehealth appointments because use of district-owned equipment and its network systems is not private and may be monitored by the district. For more information, see Personal Communications and Other Electronic Devices (All Grade Levels).

Secondary Grade Levels

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

[See Driver License Attendance Verification (Secondary Grade Levels Only)]

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

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

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

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

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

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

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

Compulsory Attendance — Failure to Comply

All Grade Levels

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

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

Students with Disabilities

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

Ages 6-18

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

The notice will:

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

The truancy prevention facilitator for the district is:

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

A court of law may impose penalties against the parent if a school-aged student is deliberately not attending school. The district may file a complaint against the parent if the student incurs 10 or more unexcused absences within a six-month period in the same school year.

If a student age 12-18 incurs 10 or more unexcused absences within a six-month period in the same school year, the district, in most circumstances, will refer the student to truancy court.

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

Age 19 and Older

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

Attendance for Credit or Final Grade (All Grade Levels)

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

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

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

- Whether the student has mastered the essential knowledge and skills and maintained passing grades in the course or subject.
- Whether the student has completed makeup work satisfactorily. If the student completes makeup work, absences listed under Compulsory Attendance — Exemptions and absences for extracurricular activities will be considered extenuating circumstances.
- Whether the student or the student's parent had any control over the absences.

- Any information presented by the student or parent to the committee about the absences.

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

Official Attendance-Taking Time (All Grade Levels)

The district will take official attendance every day at **10:00 a.m.**

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

Documentation After an Absence (All Grade Levels)

A parent must provide an explanation for any absence upon the student's arrival or return to school. The student must submit a note signed by the parent. No more than 6 parent notes will be excused per school year (1 parent note will count for one day absent; 2 days in a row would count as 2 parent notes).

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

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

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

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

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

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

Certification of Absence Due to Severe Illness or Treatment

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

Driver License Attendance Verification (Secondary Grade Levels Only)

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

More information is available on the [Texas Department of Public Safety website](https://www.dps.texas.gov/section/driver-license/how-apply-texas-driver-license-teen) (<https://www.dps.texas.gov/section/driver-license/how-apply-texas-driver-license-teen>).

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

Accountability under State and Federal Law (All Grade Levels)

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

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

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

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

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

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

Contact the LOHS academic advisor for information about this opportunity.

Bullying (All Grade Levels)

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

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

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

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

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

Bullying is prohibited by the district and could include:

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

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

Students in elementary grades will participate in:

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

Students in secondary grades will participate in:

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

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

The district has a committee that addresses bullying by focusing on prevention efforts and health and wellness initiatives. The committee will include parents and secondary students. For more information on this committee, including interest in serving on the committee, contact the Deputy Superintendent.

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

A student may anonymously report an alleged incident of bullying by clicking on the StopIt app on the district website: www.loneoakisd.net.

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

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

The district will provide research-based interventions, which may include counseling options, for students who engage in bullying behaviors, students who are targeted by bullying behaviors, and any student who witnessed bullying behaviors.

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

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

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

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

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

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

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

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

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

- Agriculture
- Business
- Engineering
- Graphic Design
- Health Science

Admission to these programs is based on being enrolled in grades 7-12.

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

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

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

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

[See Nondiscrimination Statement (All Grade Levels) for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator.]

Celebrations (All Grade Levels)

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

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

[See Food Allergies (All Grade Levels)]

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

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

Duty to Report

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

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

Physical abuse

Possible warning signs of physical abuse include:

- Frequent injuries such as bruises, cuts, black eyes, or burns without adequate explanations
- Frequent complaints of pain without apparent injury
- Burns or bruises in unusual patterns that may indicate the use of an instrument or human bite; cigarette burns on any part of the body

- Lack of reaction to pain
- Extreme fear of going home or seeing parents
- Injuries that appear after a child has not been seen for several days
- Unseasonable clothing that may hide injuries to arms or legs

Sexual Abuse

Possible warning signs of sexual abuse include:

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

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

Emotional Abuse

Possible warning signs of emotional abuse include:

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

Neglect

Possible warning signs of neglect include:

- Obvious malnourishment
- Consistent lack of personal hygiene that poses a health risk
- Stealing or begging for food
- Child unattended for long periods of time
- Unaddressed need for dental care or other medical attention

School Staff Misconduct

Possible warning signs of school staff misconduct include:

- Inappropriate boundaries or communications with a student, including inappropriate relationships
- Violating school or district communication policies, such as improper use of messaging apps or social media
- Showing favoritism toward certain students in a way that compromises fairness or student well being
- Creating, using, or sharing inappropriate AI-generated images involving students or staff
- Neglecting, abusing, or physically harming a student
- Providing alcohol or drugs to a student
- Being under the influence of alcohol or drugs while on school property or during school activities
- Possessing a weapon on school property or during school activities
- Committing a felony
- Engaging in fraudulent or deceptive practices involving the school system or State Board of Education Certification (SBEC)

Description and Warning Signs of Trafficking

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

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

Possible warning signs of sexual trafficking in children include:

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

- Older romantic partners

Additional warning signs of labor trafficking in children include:

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

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

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

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

If your child is a victim of abuse, neglect, trafficking, or other maltreatment, the school counselor or principal will provide information on counseling options for you and your child available in your area. Texas Health and Human Services also manages early intervention counseling programs.

To find out what services may be available in your county, see Texas Health and Human Services' [Family Support Services Program Locator](https://fss.hhs.texas.gov/Programs%20Available%20In%20Your%20County/default.asp) (<https://fss.hhs.texas.gov/Programs Available In Your County/default.asp>).

Reports of abuse, trafficking, or neglect may be made to the CPS division of the DFPS at 1 800-252-5400 or online at [Texas Abuse Hotline Website](http://www.txabusehotline.org) (www.txabusehotline.org).

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

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

- Child Welfare Information Gateway (<https://www.childwelfare.gov/>)
- [KidsHealth, For Parents, Child Abuse](https://kidshealth.org/en/parents/child-abuse.html) (<https://kidshealth.org/en/parents/child-abuse.html>)

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

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

Valedictorian/Salutatorian – The valedictory honors will be given to the student making the highest weighted average of grade points during their four years of Lone Oak High School.

Salutatory honors will be awarded to the student making the second highest weighted average of grade points during their four years of high school study.

A chart follows as to how grade points are determined. The District shall include in the calculation of class rank semester grades earned in high school credit courses taken in grades 9–12 only. These honors are determined at the end of the fourth nine-week reporting period of the senior year.

Eligibility: To be eligible for valedictory or salutatory honors, a student must be enrolled in the district high school for the four semesters of their junior and senior years and have had continuous enrollment until graduation. Eligible students must take at least four academic courses each of the four years he or she has been in high school. Eligible students must have earned distinguished achievement under HB 5. Students who transfer from other accredited schools are eligible for academic honors at Lone Oak High School provided they meet the enrollment requirements. Students who choose to be an early graduate are not eligible for valedictory or salutatory honors.

Honor Graduate – Those graduating seniors who are in the top 25% will be designated Honor Graduates. Eligibility: In order to be an honor graduate, the student does not have to meet the enrollment requirements but must have been enrolled in at least four academic courses each of the four years he or she has been in high school. Students who transfer from other accredited schools are eligible. Early graduates are also eligible. The following grade points will be used to determine class rank:

Grade	Regular	Weighted	Advanced
97-100	13	16	19
94-96	12	15	18
90-93	11	14	17
87-89	10	13	16
84-86	9	12	15

80-83	8	11	14
77-79	7	10	13
75-76	6	9	12
72-74	5	8	11
70-71	4	7	10
Below 70	0	0	0

Weighted Classes shall include: All Honors classes, Anatomy & Physiology, and PreCal.

Advanced Classes shall include: All AP classes and dual credit college classes (pre-approved and designated for course credit/class rank.)

Class Rank and GPA Exceptions

Local credit courses, summer school, correspondence classes or credit by exams will not be used in calculating grade point average. Any high school courses taken at the middle school will count towards credit earned at the high school but not class rank or GPA. AP and Dual-Credit courses must be pre-approved for credit and class rank eligibility by the LOHS counselor. Any course taken without pre-approval will not be accepted.

Class of 2023+ will be eligible to earn 30 hours of dual credit college hours to apply towards their GPA and class rank. These are prescribed college classes that are a part of your school day and a part of the approved LOHS course catalog. Core academic AP classes will receive advanced points towards GPA and class rank. We no longer offer AP elective courses.

Conversion of Letter Grade Lone Oak High School will use the following conversion chart for transferring letter grades to numeric grades:

A+ = 98	B+ = 88	C+ = 78
A = 95	B = 85	C = 75
A - = 92	B - = 82	C - = 72

Dual Credit College grades that are letter grades will be converted to a numeric grade using the chart below, unless a numeric grade is given by the instructor.

A = 97	B = 87	C = 77
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[See policy EIC for more information.]

Class Schedules (Secondary Grade Levels Only)

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

[See Schedule Changes (Middle/Junior High and High School Grade Levels) for information related to student requests to revise their course schedule.]

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

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

- Completes the distinguished level of achievement under the foundation graduation program [see Foundation Graduation Program]
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT
- Beginning in the fall of 2028, achieves a score set by the Texas Higher Education Coordinating Board on a college entrance examination designated by coordinating board rules

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

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

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

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

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

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

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

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

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

College Credit Courses (Secondary Grade Levels Only)

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

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), International Baccalaureate (IB), or college preparatory
- Enrollment in AP or dual credit courses through the virtual or hybrid courses offered by the district or another district or school
- Enrollment in courses taught in conjunction and in partnership with Paris Junior College which may be offered on campus or online.
- Enrollment in courses taught at other colleges or universities
- Enrollment in these programs is based on academic success prior to enrollment or TSIA-2 score.

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

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

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

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

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

Communications (All Grade Levels)

Parent Contact Information

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

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

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

A parent may update contact information by updating their information on the parent portal at www.loneoakisd.net.

Automated Emergency Communications

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

[See Safety (All Grade Levels) for information about contact with parents during an emergency situation.]

Automated Nonemergency Communications

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

Standard messaging rates of your wireless phone carrier may apply.

If you do not wish to receive such communications, please contact your child's principal. [See Safety (All Grade Levels) for information about contact with parents during an emergency.]

Complaints and Concerns (All Grade Levels)

Usually, student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal.

For those complaints and concerns that cannot be resolved informally, the board has adopted a student and parent grievance policy at FNG(LOCAL) in accordance with Education Code Chapter

26A. This policy describing the grievance process in detail is available in the district's online policy manual at www.loneoakisd.net and is attached to this handbook as an appendix. A parent may file a grievance by submitting the district grievance form to the campus principal. The district's grievance forms are available on the district's website at www.loneoakisd.net and at the principal's or superintendent's office. A parent may also submit a grievance electronically by emailing the grievance forms to the campus principal.

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

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

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

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

Conduct (All Grade Levels)

Applicability of School Rules

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

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

Campus Behavior Coordinator

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

Lone Oak Elementary School 8080 Highway 69 South Lone Oak, TX 75453 903-634-5235 Haley Holder, Dean of Students hholder@loisd.net

Lone Oak Middle School 8160 Highway 69 South Lone Oak, TX 75453 903-634-5242 Shelby McMurtre, Dean of Students smcmurtre@loisd.net

Lone Oak High School 8204 Highway 69 South Lone Oak, TX 75453 903-634-5222 Lindsey Buhler, Assistant Principal lbuhler@loisd.net

Deliveries

Except in emergencies, delivery of messages or packages to students will not be allowed during instructional time. A parent may leave a message or a package, such as a forgotten lunch, for the student to pick up from the front office during a passing period or lunch.

Disruption of School Operations

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

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

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

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

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

ID Badges – Secondary Only

Student safety is a priority in Lone Oak ISD. Due to the mobility of students in grades 5-12 between athletic facilities, the agricultural and other facilities, and each of the campuses, high school and middle school students are required to display their ID badge upon request. Special privileges will be awarded to students who are in possession of their ID badges. Students need to show their ID for home game admission.

If a student badge has to be replaced, students will be charged a fee of \$1 per item (badge and lanyard).

Social Events

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

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

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

Counseling

The district has a comprehensive school counseling program that includes:

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

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

Academic Counseling

Elementary and Middle/Junior High School Grade Levels

The school counselor will provide information to students and parents about college and university admissions and the importance of planning for postsecondary education, including appropriate coursework and financial aid availability and requirements.

In either grade 7 or 8, each student will receive instruction on how best to prepare for high school, college, and a career.

High School Grade Levels

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

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

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

- The importance of postsecondary education

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

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

[See Scholarships and Grants for more information.]

Personal Counseling (All Grade Levels)

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

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

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

Course Credit (Secondary Grade Levels Only)

A student at any grade level enrolled in a high school course will earn credit for the course only if the final grade is 70 or above. For a two-part (two-semester, 1-credit course), the student's grades from both halves (semesters) will be averaged and credit will be awarded if the combined average is 70 or above. If the student's combined average is less than 70, the student will be awarded credit only for the half (semester) with the passing grade.

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

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

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

The attendance review committee may also offer a student with excessive absences an opportunity to earn credit for a course by passing an examination. [See Attendance for Credit or Final Grade (All Grade Levels)]

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

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

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

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

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

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

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

If a student plans to take an examination, the student or parent must register with the school counselor no later than 30 days before the scheduled testing date. [See policy EHDC for more information.]

Kindergarten Acceleration

In accordance with State Board rules, the board shall approve procedures developed by the Superintendent or designee to allow a child who is five years old at the beginning of the school year to be assigned initially to grade 1 rather than kindergarten.

Students in Grades 1-5

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

- The student scores at least an 80 on each examination in the subject areas of language arts, mathematics, science, and social studies
- A district administrator recommends that the student be accelerated

- The student's parent gives written approval of the grade advancement

Students in Grades 6-12

A student in grade 6 or above is eligible to earn course credit if the student meets one of the following requirements:

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

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

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

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

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

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

Dating Violence

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

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

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

- Physical or sexual assaults
- Name-calling

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

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

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

For more information on dating violence, see:

- Texas Attorney General's office [recognizing and responding to dating violence flier](https://www.texasattorneygeneral.gov/sites/default/files/files/child-support/papa/session%2010/recognizing-relationship-violence-en.pdf) (<https://www.texasattorneygeneral.gov/sites/default/files/files/child-support/papa/session%2010/recognizing-relationship-violence-en.pdf>)
- [Preventing Teen Dating Violence](https://www.cdc.gov/intimate-partner-violence/about/about-teen-dating-violence.html) (<https://www.cdc.gov/intimate-partner-violence/about/about-teen-dating-violence.html>)

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

Discrimination

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

Harassment

Harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

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

- Offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation
- Threatening, intimidating, or humiliating conduct
- Offensive jokes, name-calling, slurs, or rumors
- Physical aggression or assault
- Graffiti or printed material promoting racial, ethnic, or other negative stereotypes

- Other kinds of aggressive conduct such as theft or damage to property

Sexual Harassment and Sex-Based Harassment

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

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

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

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

Pregnancy or Related Conditions

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

Please contact the campus counselor for pregnancy-related accommodations.

Retaliation

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

Reporting Procedures

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

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

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

Investigation of Report

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

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

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

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

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

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

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

Discrimination

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

Distance Learning (All Grade Levels)

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

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

[See Remote Instruction]

Texas Virtual School Network (TXVSN) (Secondary Grade Levels Only)

The Texas Virtual School Network (TXVSN) has been established by the state as one method of distance learning. A student has the option, with certain limitations, to enroll in a course offered through the TXVSN to earn course credit for graduation.

Depending on the TXVSN course in which a student enrolls, the course may be subject to the "no pass, no play" rules. [See Extracurricular Activities, Clubs, and Organizations on

page 53.] In addition, a student who enrolls in a TXVSN course for which an end-of-course (EOC) assessment is required must still take the corresponding EOC assessment.

A parent may ask questions or request that their child be enrolled in a TXVSN course by contacting the school counselor. Unless an exception is made by the Curriculum and Instruction Department, a student will not be allowed to enroll in a TXVSN course if the school offers the same or a similar course.

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

School Materials

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

All school publications are under the supervision of a teacher, sponsor, and the principal.

Nonschool Materials

From Students

Students must obtain prior approval from the campus principal before selling, posting, circulating, or distributing more than 10 copies of written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any nonschool material must include the name of the sponsoring person or organization. Approval will be granted or denied within two school days.

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

A student may appeal a decision in accordance with policy FNG(LOCAL). Any student who sells, posts, circulates, or distributes nonschool material without prior approval will be subject to disciplinary action in accordance with the Student Code of Conduct. Materials displayed without approval will be removed.

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

From Others

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

To be considered for distribution, any nonschool material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be

submitted to the principal for prior review. The principal will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies DGBA or GF for more information.]

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

Prior review will not be required for:

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

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

Dress and Grooming (All Grade Levels)

The district's dress code teaches grooming and hygiene, prevents disruption, and minimizes safety hazards. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the following:

The dress and grooming of Lone Oak ISD students is expected to be in keeping with accepted community standards. The district's dress code is established to teach proper grooming and hygiene, prevent disruption, and maximize safety. Guidelines have been developed to aid the student and parent in selecting the proper attire for school wear. The district also prohibits any clothing or grooming that in the principal's judgment may reasonably be expected to cause disruption of or interference with normal operations.

Students in violation of the student dress and grooming code will be expected to change into appropriate attire when violations are brought to their attention. If the principal determines that a student's grooming or clothing violates the district's dress code, the student will be given an opportunity to correct the problem at school. If not corrected, the student will be assigned to in-school suspension for the remainder of the day, until the problem is corrected, or until a parent or designee brings an acceptable change of clothing to the school. Students will not be permitted to leave school in order to change clothes.

Students are expected to be in compliance with the dress code at any school-related event or activity; school officials have the authority to ask students to leave if they are inappropriately dressed.

The principal, in connection with the sponsor, coach, or other person in charge of an extra/co-curricular activity, may regulate the dress and grooming of students who participate in the activity and may impose higher standards.

Students assigned to a Disciplinary Alternative Education Placement (DAEP) setting may be held to a higher standard of dress and grooming.

Students and parents may determine a student's personal dress and grooming standards provided they comply with the following standards of dress:

General Expectations

- Torn clothing should not expose undergarments or be so extreme as to cause a disruption to the learning environment.
- Clothing items with provocative, offensive, drug- or alcohol-related, or gang-related words or images, and items depicting or promoting acts of violence, guns, weapons, death, dismemberment, disfigurement, or other vulgar items are not permitted.
- 5th-12th grade students must wear shirts with sleeves at all times. Off-the-shoulder tops, tube tops, tank tops, camisoles, and shirts with spaghetti straps are not permitted, unless a jacket or sweater is worn concurrently.
- Shirts must be long enough not to expose the midriff.
- Clothing normally intended to be worn as undergarments (sports bras, bralettes, corsets, etc.) should not be worn as outerwear. Undergarments must be covered at all times – whether in sitting, bending, or standing positions.
- Pants should be worn at the waist so as not to expose a student's undergarments.
- Costumes, pajamas, onesies, and other sleepwear items are not permitted.
- Shorts, dresses and skirts must be longer than fingertip length. (5-12th grade).
- Blankets are not permitted in the school building without administrative permission.

Shoes

- Shoes must be worn at all times and should promote the safety of the student.
- Shoes with wheels are not permitted.
- House shoes are not permitted.

Accessories

- Headwear, including hats, hoods, bandanas, caps, beanies, and head rags, are not permitted and must be removed before entering the building. Sunglasses are not to be worn inside the building (without approval from administration). These items are subject to confiscation.
- Chains and other accessory items that may be considered or used as weapons are not permitted.

Jewelry and Body Piercing

- Ear and nose piercings (nose studs only) are permitted so long as they are not disruptive to the learning environment. Other visible body piercings and tongue piercings are not permitted.
- Costume makeup and face paint are not permitted except with administration approval.

Hair

- Hair should be well-groomed at all times and worn in a way that will not cause distractions or disruptions to the learning environment.

- Hair coloring that is disruptive or distracting to the learning environment is not permitted.
- Facial hair should be neat and well-groomed.

Additional Guidelines

- Safe, appropriate shoes must be worn in PE class.
- If you wear a dress or skirt, shorts must be worn underneath.

Any other apparel or grooming that is distracting or disruptive may be deemed unacceptable by the building administrator and, therefore, is not permitted. Campus-level dress and grooming decisions may be appealed directly to the principal.

Repeated offenses may result in disciplinary action in accordance with the Student Code of Conduct.

If the principal determines that a student's grooming or clothing violates the school's dress code, the student will be given an opportunity to correct the problem at school and return to the classroom. If the problem cannot be corrected at school, the principal will work with the student and parent to obtain an acceptable change of clothing for the student in a way that minimizes loss of instructional time.

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

Electronic Devices and Technology Resources (All Grade Levels)

Safe Use of Technology

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

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

- Install a filter that blocks and prohibits pornographic or obscene materials or applications, including from unsolicited pop-ups, installations, and downloads, before transferring an electronic device to a student to be used for an educational purpose
- Block or filter students' internet access to pictures that are obscene, contain child pornography, or have been determined to be harmful to minors in accordance with the Children's Internet Protection Act (CIPA)
- Require direct and informed parental consent for a student's use of software, other than software excluded from the consent requirement by law [See Required State Assessments and Standardized Testing]
- Require direct and informed parental consent for a student's use of software that conducts mental health assessments or other assessments unrelated to education curricula that are intended to collect information about students [See Consent to Conduct a Psychological or Psychiatric Evaluation]

If you want to know more about partnering with the district regarding cybersecurity and online safety, or if you have complaints or concern about student use of electronic devices, please contact Cassie Pinkston, technology director at cpinkston@loisd.net.

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

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

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

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

Students must turn off devices and store in their backpack, locker, or vehicle during the school day. Devices that are visible will be confiscated by staff.

If a student uses a personal communication device without authorization during the school day, the student will be disciplined in accordance with the Student Code of Conduct.

The student/parent may pick up the confiscated communication device from the principal's office.

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

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

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

Instructional Use of Personal Electronic Devices

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

Students must also sign a user agreement that contains applicable rules for use (separate from this handbook).

All personal devices must be turned off during the instructional day when not in use for approved instructional purposes. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Acceptable Use of District Technology Resources

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

Unacceptable and Inappropriate Use of Technology Resources

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

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content — commonly referred to as “sexting” — will be disciplined in accordance with the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement.

This type of behavior may constitute bullying or harassment, as well as impede future endeavors of a student. We encourage parents to review with their child the ["Before You Text" Bullying and Sexting Course](https://txssc.txstate.edu/tools/courses/before-you-text/) (<https://txssc.txstate.edu/tools/courses/before-you-text/>), a state-developed program that addresses the consequences of sexting.

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

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

End-of-Course (EOC) Assessments

[See Graduation (Secondary Grade Levels Only) and Standardized Testing]

Emergent Bilingual Students (All Grade Levels)

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

To determine a student's level of proficiency in English, the LPAC will use information from a variety of assessments. If the student qualifies for services, and once a level of proficiency has

been established, the LPAC will designate instructional accommodations or additional special programs that the student will require to eventually become proficient at grade level work in English. Ongoing assessments will be conducted to determine a student's continued eligibility for the program.

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR Spanish, as mentioned at Standardized Testing, may be administered to an emergent bilingual student up to grade 5. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to emergent bilingual students who qualify for services.

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

Extracurricular Activities, Clubs, and Organizations (All Grade Levels)

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships.

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

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

Eligibility for many of these activities is governed by state law and the rules of the University Interscholastic League (UIL), a statewide association overseeing interdistrict competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students and parents can access the [UIL Parent Information Manual](https://www.uil texas.org/athletics/manuals) (<https://www.uil texas.org/athletics/manuals>) online. A hard copy can be provided by the coach or sponsor of the activity on request.

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

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

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

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

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

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

If a student is enrolled in a state-approved music course that participates in UIL Concert and Sight-Reading Evaluation, and the student receives a grade below 70 in any course at the end of a grading period, the student may perform with the ensemble during the UIL evaluation performance but is ineligible for other extracurricular activities for at least three weeks.

In addition, the following applies to all extracurricular activities:

- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- A student is allowed in a school year up to 20 absences not related to post-district competition, no maximum of absences for post-district competition prior to state, and unlimited absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will be considered an unexcused absence.

Standards of Behavior

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

Offices and Elections

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

National Beta Club

Student Council

National Honor Society (12.95 Weighted GPA or higher required for invitation to NHS)

Class Officers

Future Farmers of America

Fees (All Grade Levels)

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

- Materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations.
- Admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, and the like.
- Voluntarily purchased student health and accident insurance.
- Musical instrument rental and uniform maintenance when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- A reasonable fee for providing transportation to a student who lives within two miles of the school. [See Buses and Other School Vehicles]
- A maximum fee of \$50 for an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program for the student to meet the 90 percent attendance requirements. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a course taken through Texas Virtual School Network (TXVSN).

Any required fee or deposit may be waived if the student and parent are unable to pay. Requests for such a waiver may be made to the campus secretary. See policy FP for more information.]

Fundraising (All Grade Levels)

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

Gang-Free Zones (All Grade Levels)

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

Grade-Level Classification (Grades 9-12 Only)

After grade 9, students are classified according to the number of credits earned toward graduation.

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

Grading Guidelines (All Grade Levels)

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

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

[See Report Cards/Progress Reports and Conferences (All Grade Levels) for additional information on grading guidelines; SEE APPENDIX]

Graduation (Secondary Grade Levels Only)

Requirements for a Diploma

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

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

Testing Requirements for Graduation

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

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

A student who does not achieve a sufficient score will have opportunities to retake an assessment.

State law allows a student to meet EOC requirements by substituting satisfactory performance on approved national standardized assessments or on the state-developed assessment used for entrance into Texas public universities. [See the school counselor for more information on the state testing requirements for graduation.]

If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation in the applicable content area. This may require the student's participation outside normal school operating times.

In limited circumstances, a student who fails to demonstrate proficiency on up to two of the required assessments may still be eligible to graduate if an individual graduation committee, formed in accordance with state law, unanimously determines that the student is eligible to graduate.

[See Standardized Testing]

Foundation Graduation Program

Every Texas public school student will graduate under the foundation graduation program. The foundation graduation program features endorsements, which are paths of interest that include:

- Science, Technology, Engineering, and Mathematics (STEM)
- Business and Industry
- Public Service
- Arts and Humanities
- Multidisciplinary Studies

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

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

Personal Graduation Plans will be completed for each high school student.

State law generally prohibits a student from graduating solely under the foundation graduation program without an endorsement. However, after the student's sophomore year, the student and student's parent may request that the student graduate without an endorsement. The district will advise the student and the student's parent of the specific benefits of graduating with an endorsement. The student and the student's parent must then submit written permission to the school counselor for the student to graduate without an endorsement.

A student who wishes to attend a four-year university or college after graduation must carefully consider whether graduation under the foundation program without an endorsement will satisfy the admission requirements of the student's desired college or university.

A student graduating under the foundation graduation program can also earn performance acknowledgments on their transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy, in a dual credit course, on an AP or IB examination, on certain national college preparatory and readiness or college entrance examinations, or for earning a license or certificate recognized at the state, national, or international level. The school counselor can provide more information about these acknowledgments.

A student is not required to complete an Algebra II course to graduate under the foundation graduation program, and the district will annually notify a student's parent of this fact. However, not taking Algebra II will make a student ineligible for automatic admission to four-year public universities and colleges in Texas and for certain financial aid and grants while attending those institutions.

A school district will permit a student to satisfy the curriculum requirements for graduation under the foundation program with the distinguished level of achievement, including an

endorsement, by successfully completing courses in the core curriculum of a public Texas institution of higher education. Please see your counselor for more information.

Credits Required

The foundation graduation program requires completion of the following credits:

Course Area	Number of Credits: Foundation Graduation Program	Number of Credits: Foundation Graduation Program with an Endorsement
English/Language Arts	4	4
Mathematics	3	4
Science	3	4
Social Studies	3	4
Physical Education	1	1
Languages other than English	2	2
Fine Arts	1	1
<i>Locally required courses]</i>	As needed	As needed
Electives	5	8
Total	22 credits	28 credits

Additional considerations apply in some course areas, including:

- **Mathematics:** To obtain the distinguished level of achievement under the foundation graduation program, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits. A student's completion of the distinguished level of achievement is a requirement to be considered for automatic admission to a Texas four-year college or university and will be included on a student's transcript.
- **Physical education:** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.
- **Languages other than English:** Students are required to earn 2 credits in the same language other than English to graduate.
 - A student may substitute computer programming languages for these credits.

- A student may satisfy one of the 2 required credits by successfully completing in elementary school a dual language immersion program or a course in American Sign Language.
- In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

Available Endorsements

A student must specify which endorsement to pursue upon entering grade 9.

Financial Aid Application Requirement

Before graduating from high school, each student must complete and submit an application for financial aid for post-secondary education. Students must complete and submit either a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA).

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

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

Please contact the school counselor for more information.

To confirm that a student has completed and submitted a FAFSA or TASFA, the student must submit one of the following:

- A screenshot that includes the processed date field of the FAFSA ApplyTexas Counselor Suite
- Notification, such as a copy of an email, from the United States Department of Education verifying completion of the FAFSA
- A copy or screenshot of the FAFSA acknowledgment page
- A screenshot of the TASFA submission acknowledgment page (from those institutions that offer an electronic form)
- An acknowledgment receipt from an institution of higher education (IHE)
- A copy of a financial aid award letter from an IHE

Personal Graduation Plans

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

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

The school will review personal graduation plan options with each student entering grade 9 and the student's parent. Before the end of grade 9, a student and their parent will be required to sign off on a personal graduation plan that promotes college and workforce readiness, promotes career placement and advancement, and facilitates the transition from secondary to postsecondary education.

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

Please review [TEA's Graduation Toolkit](https://tea.texas.gov/about-tea/news-and-multimedia/brochures/tea-brochures) (<https://tea.texas.gov/about-tea/news-and-multimedia/brochures/tea-brochures>).

A student may amend their personal graduation plan after this initial confirmation. The school will send written notice of any such amendment to the student's parent.

Available Course Options for All Graduation Programs

Each spring, the district will update students on the courses required or offered in each curriculum area so students can enroll for the upcoming school year.

Note: The district may require the completion of certain courses for graduation even if these courses are not required by the state for graduation.

Not all courses are offered at every secondary campus in the district. A student who wants to take a course not offered at their regular campus should contact the school counselor about a transfer or other alternatives. If the parents of at least 22 students request a transfer for a course in the required curriculum other than fine arts or career and technical education (CTE), the district will offer the course the following year either by teleconference or at the school from which the transfers were requested.

Certificates of Coursework Completion

A certificate of coursework completion will be issued to a student who has successfully completed state and local credit requirements for graduation but has not yet demonstrated satisfactory performance on the state-mandated tests required for graduation.

Students with Disabilities

Admission, review, and dismissal (ARD) committees will make instructional and assessment decisions for students with disabilities who receive special education services in accordance with state law.

Upon the recommendation of the ARD committee, a student with a disability who receives special education services may be permitted to graduate under the provisions of their individualized education program (IEP) and in accordance with state rules.

A student who receives special education services may earn the distinguished level of achievement or an endorsement under the foundation program. If the student's curriculum requirements for the endorsement were modified, the student's ARD committee will determine whether the modified curriculum is sufficiently rigorous to earn the distinguished level of

achievement or endorsement. The ARD committee must also determine whether the student must perform satisfactorily on any end-of-course assessment to earn an endorsement.

A student who receives special education services and has completed four years of high school but has not met the requirements of their IEP may participate in graduation ceremonies and receive a certificate of attendance. The student may then remain enrolled to complete the IEP and earn a high school diploma but will only be allowed to participate in one graduation ceremony.

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

Graduation Activities

Students who have met coursework requirements for graduation but have not yet demonstrated satisfactory performance on end-of-course assessments or been declared eligible to graduate by an individual graduation committee, if applicable, will be allowed to participate in graduation activities. Keep in mind that participating in the ceremonies is not the same as graduating. Ultimately, the final awarding of a diploma will be contingent upon the student's completion of all applicable requirements for graduation.

Students who are eligible to graduate but are assigned to a disciplinary alternative education program at the end of the school year will be allowed to participate in the graduation ceremony and related graduation activities unless there is a safety concern from the administrator.

Graduation Speakers

Certain graduating students will be given an opportunity to speak at graduation ceremonies.

A student must meet local eligibility criteria, which may include requirements related to student conduct, to have a speaking role. Students eligible for speaking roles will be notified by the principal and given an opportunity to volunteer.

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

[See Student Speakers (All Grade Levels) for student speakers at other school events.]

Graduation Expenses

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

Scholarships and Grants

Students who have a financial need according to federal criteria and who complete the foundation graduation program may be eligible under the TEXAS Grant Program, Teach for Texas Grant Program, and Future Texas Teachers Scholarship Program for scholarships and grants toward tuition and fees to Texas public universities, community colleges, and technical

schools, as well as to private institutions. Certain students who graduate early may also be eligible for the Texas First Scholarship Program.

[See College and University Admissions and Financial Aid (All Grade Levels) for more information.]

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

Harassment

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

Hazing (All Grade Levels)

Hazing is defined as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in a student organization if the act meets the elements in Education Code 37.151, including:

- Any type of physical brutality
- An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances
- An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code
- Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated

The district will not tolerate hazing. Disciplinary consequences for hazing will be in accordance with the Student Code of Conduct. It is a criminal offense if a person engages in hazing; solicits, encourages, directs, aids, or attempts to aid another in hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to report this to the principal, superintendent, or law enforcement official.

[See Bullying (All Grade Levels) and policies FFI and FNCC for more information.]

Health — Physical and Mental

Health-Related Services

The district is required to provide notice of each health-related service offered at a student's campus. A parent may withhold consent for or decline a health-related service.

Illness (All Grade Levels)

When your child is ill, please contact the school to let us know they will not be attending that day.

State rules require schools to exclude students with certain illnesses from school for certain periods of time. For example, a child with a fever over 100 degrees must stay out of school until fever-free for 24 hours without use of fever-reducing medications. Students with diarrheal illnesses must stay home until they are diarrhea-free without use of diarrhea-suppressing medications for 24 hours.

A full list of conditions for which the school must exclude children can be obtained from the school nurse.

If a student becomes ill during the school day and the school nurse determines that the child should go home, the nurse will contact the parent.

The district is required to report certain contagious (communicable) diseases or illnesses to the Department of State Health Services (DSHS) or our local/regional health authority. The school nurse can provide information from DSHS on these notifiable conditions.

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

Immunization (All Grade Levels)

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

For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. You may access the [DSHS exemption form \(https://www.dshs.texas.gov/immunization-unit/texas-school-child-care-facility-immunization/texas-immunization-exemptions\)](https://www.dshs.texas.gov/immunization-unit/texas-school-child-care-facility-immunization/texas-immunization-exemptions) online or by writing to this address:

Texas Department of State Health Services
Immunization Section, Mail Code 1946
P.O. Box 149347
Austin, Texas 78714-9347

The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are:

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

- Hepatitis A

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

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

For information on immunization against bacterial meningitis and college enrollment and attendance, see Bacterial Meningitis (All Grade Levels).

[See the DSHS's [School and Childcare Vaccine Requirements](https://www.dshs.texas.gov/immunizations/school) (<https://www.dshs.texas.gov/immunizations/school>) and policy FFAB(LEGAL) for more information.]

Lice (All Grade Levels)

Head lice is very common among children. Although not an illness or a disease, head lice spread through head-to-head contact during play, sports, nap time, and when children share things like brushes, combs, hats, and headphones.

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

If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to discuss a treatment plan using an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student undergoes one treatment, the parent should contact the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments, how best to get rid of lice, and how to prevent lice from returning.

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

More information on head lice is available on the DSHS website [Managing Head Lice in School Settings and at Home](https://www.dshs.texas.gov/texas-school-health/skilled-procedures-texas-school-health/managing-head-lice-school) (<https://www.dshs.texas.gov/texas-school-health/skilled-procedures-texas-school-health/managing-head-lice-school>) and the Centers for Disease Control and Prevention's website [About Head Lice](https://www.cdc.gov/lice/about/head-lice.html) (<https://www.cdc.gov/lice/about/head-lice.html>).

[See policy FFAA for more information.]

Medicine at School (All Grade Levels)

If a student must take medication during school hours, the student's parent must provide the medication. All medication, whether prescription or nonprescription, must be kept in the nurse's office and be administered by the nurse or another authorized district employee. A

student may be authorized to possess their own medication because of asthma or a severe allergy as described below or as otherwise allowed by law.

The district will not purchase nonprescription medication to give to a student.

In accordance with policy FFAC, authorized employees may administer:

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

An elementary or secondary student may possess and self-apply sunscreen to avoid overexposure to the sun. An elementary student's teacher or other district personnel will apply sunscreen to the student's exposed skin if the student brings the sunscreen to school and asks for help applying it. If a secondary student needs assistance with sunscreen application, please address the need with the school nurse.

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

Asthma and Severe Allergic Reactions

A student with asthma or severe allergic reaction (anaphylaxis) may possess and use prescribed asthma or anaphylaxis medication at school or school-related events only if they have written authorization from a parent and a physician or other licensed health-care provider. The student must also demonstrate to their health-care provider and the school nurse the ability to use the prescribed medication, including any device required to administer the medication.

If the student has been prescribed asthma or anaphylaxis medication for use during the school day, the student and parents should discuss this with the school nurse or principal.

[See also Food Allergies (All Grade Levels)]

Unassigned Epinephrine Delivery Systems

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized **[align with policy at FFAC: school personnel and/or school volunteers]** who have been adequately trained to administer an unassigned epinephrine

delivery system to a person who is reasonably believed to be experiencing a severe allergic reaction (anaphylaxis).

An “unassigned epinephrine delivery system” is an epinephrine delivery system, including an auto-injector or nasal spray, prescribed by an authorized health-care provider in the name of the school issued with a non-patient-specific standing delegation order for the administration of an epinephrine delivery system.

Epinephrine delivery systems include brand-name devices such as EpiPens® and Neffy®.

Authorized and trained individuals may administer an epinephrine delivery system at any time to a person experiencing anaphylaxis on a school campus.

The district will ensure that at each campus a sufficient number of school personnel are trained to administer epinephrine so that at least one trained individual is present on campus during regular on-campus school hours and when school personnel are physically on site for school-sponsored activities.

Authorized and trained individuals may administer an unassigned epinephrine delivery system to a person experiencing anaphylaxis at an off-campus school event or while in transit to or from a school event when an unassigned epinephrine delivery system is available.

For additional information, see FFAC(LOCAL).

Unassigned Opioid Antagonists

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized and trained **[align with policy at FFAC: school personnel and/or school volunteers]** at each campus to administer an opioid antagonist, such as Narcan or Naloxone, to an individual who is reasonably believed to be experiencing an opioid-related drug overdose.

One or more authorized and trained individuals will be present on each campus subject to this policy during regular school hours.

Steroids (Secondary Grade Levels Only)

State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for physician-prescribed medical use only.

Body building, muscle enhancement, or the increase of muscle bulk or strength through the use of an anabolic steroid or human growth hormone by a healthy student is not a valid medical use and is a criminal offense.

Mental Health Support (All Grade Levels)

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

- Mental health promotion and early intervention

- Building skills to manage emotions, establish and maintain positive relationships, and engage in responsible decision-making
- Substance abuse prevention and intervention
- Suicide prevention, intervention, and postvention (interventions after a suicide in a community)
- Grief, trauma, and trauma-informed care
- Positive behavior interventions and supports
- Positive youth development
- Safe, supportive, and positive school climates

If a student has been hospitalized or placed in residential treatment for a mental health condition or substance abuse, the district has procedures to support the student's return to school. Please contact the district's mental health liaison for further information.

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

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

For related information, see:

- Consent to Conduct a Psychological or Psychiatric Evaluation and Consent to Provide a Mental Health Care Service for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information
- Counseling for the district's comprehensive school counseling program
- Physical and Mental Health Resources (All Grade Levels) for campus and community mental and physical health resources
- Policies and Procedures that Promote Student Physical and Mental Health (All Grade Levels) for board-adopted policies and administrative procedures that promote student health

Physical Activity Requirements

Elementary School

The district will ensure that students in full-day kindergarten-grade 5 engage in moderate or vigorous physical activity for at least 135 minutes per week, in accordance with policies at EHAB, EHAC, EHBG, and FFA.

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

Junior High/Middle School

The district will ensure that students in middle or junior high school will engage in at least 225 minutes of moderate or vigorous physical activity within each two-week period for at least four semesters, in accordance with policies at EHAB, EHAC, EHBG, and FFA.

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

Temporary Restriction from Participation in Physical Education

Students who are temporarily restricted from participation in physical education will not actively participate in skill demonstration but will remain in class to learn the concepts of the lessons.

Physical Fitness Assessment (Grades 3-12)

Annually, the district will conduct a physical fitness assessment of students in grades 3-12 who are enrolled in a physical education course or a course for which physical education credit is awarded. At the end of the school year, a parent may submit a written request to obtain the results of their child's physical fitness assessment conducted during the school year by contacting the campus PE teacher or coach.

Physical Health Screenings/Examinations

Athletics Participation (Secondary Grade Levels Only)

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

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

This examination is required to be submitted annually to the district.

Students should be aware of the rare possibility of sudden cardiac arrest, which in athletes is usually caused by a previously unsuspected heart disease or disorder. A student may request an electrocardiogram (ECG or EKG) to screen for such disorders, in addition to the required physical examination.

See the UIL's explanation of [sudden cardiac arrest](https://www.uil texas.org/health/info/sudden-cardiac-death) (<https://www.uil texas.org/health/info/sudden-cardiac-death>) for more information.

Spinal Screening Program

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

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

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

Other Examinations and Screenings (All Grade Levels)

Students are required to undergo a risk assessment for Type 2 diabetes at the same time the district screens students for hearing and vision issues or for abnormal spinal curvatures.

[See policy FFAA for more information.]

Special Health Concerns (All Grade Levels)

Bacterial Meningitis (All Grade Levels)

Please see the district's website at www.loneoakisd.net for information regarding meningitis.

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

[See Immunization (All Grade Levels)]

Diabetes

In accordance with a student's individual health plan for management of diabetes, a student with diabetes will be permitted to possess and use monitoring and treatment supplies and equipment while at school or at a school-related activity. See the school nurse or principal for information. [See policy FFAF(LEGAL) for more information.]

Food Allergies (All Grade Levels)

Parents should notify the district when a student has been diagnosed with a food allergy, especially an allergy that could result in dangerous or life-threatening reactions either by breathing, eating, or touching the particular food. It is important to disclose the food to which the student is allergic as well as the nature of the allergic reaction. Please contact the school nurse or campus principal if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy.

The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services' (DSHS) *Guidelines for the Care of Students with Food Allergies at Risk for Anaphylaxis* found on the DSHS [Allergies and Anaphylaxis](https://www.dshs.texas.gov/texas-school-health/resource-library/asthma-allergies-and-anaphylaxis) website (<https://www.dshs.texas.gov/texas-school-health/resource-library/asthma-allergies-and-anaphylaxis>)

When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, an individual care plan will be developed to assist the student in safely

accessing the school environment. The district's food allergy management plan can be accessed from the campus nurse.

[See Celebrations (All Grade Levels) and policy FFAF for more information.]

Seizures (All Grade Levels)

To address the care of a student with a seizure disorder while at school or participating in a school activity, a parent may submit a seizure management and treatment plan to the district before the beginning of the school year, upon enrollment of the student, or as soon as practicable following diagnosis of a seizure disorder. A parent who submits a plan must use the [Seizure Management and Treatment Plan Form](https://tea.texas.gov/academics/tea-seizure-management-form.pdf) (<https://tea.texas.gov/academics/tea-seizure-management-form.pdf>) developed by the Texas Education Agency.

[See A Student with Physical or Mental Impairments Protected under Section 504 and contact the school nurse for more information.]

Tobacco, E-Cigarettes, and Nicotine Products Prohibited (All Grade Levels)

Students are prohibited from possessing or using any type of tobacco product, electronic cigarette (e-cigarette), or any other electronic vaporizing device while on school property or while attending an off-campus school-related activity. With limited exceptions for medication, [see Medicine at School (All Grade Levels)] students are also prohibited from possessing or using any type of nicotine product, including nicotine pouches, regardless of whether the product contains tobacco, while on school property or while attending an off-campus school-related activity.

The district and its staff strictly enforce prohibitions against the use of all tobacco products, e-cigarettes, or any other electronic vaporizing device by students and all others on school property and at school-sponsored and school-related activities. [See the Student Code of Conduct and policies FNCD and GKA for more information.]

Health-Related Resources, Policies, and Procedures

Physical and Mental Health Resources (All Grade Levels)

Parents and students in need of assistance with physical and mental health concerns may contact the campus office and community resources:

- The local public health authority, Hunt County Health Department, which may be contacted at
 - 2700 Johnson Street, Greenville TX 75401; 903-408-4140
- The local mental health authority, Lakes Regional MHMR Center, which may be contacted at
 - 4804 Wesley Street, Greenville TX 75401; 903-455-5770

Policies and Procedures that Promote Student Physical and Mental Health (All Grade Levels)

The district has adopted board policies that promote student physical and mental health. Local policies on the topics below can be found in the district's policy manual, available at the central administration office and online at www.loneoakisd.net.

- Food and nutrition management: CO, COA, COB
- Wellness and Health Services: FFA
- Physical Examinations: FFAA
- Immunizations: FFAB
- Medical Treatment: FFAC
- Communicable Diseases: FFAD
- School-Based Health Centers: FFAE
- Care Plans: FFAF
- Crisis Intervention: FFB
- Trauma-informed Care: FFBA
- Student Support Services: FFC
- Student Safety: FFF
- Child Abuse and Neglect: FFG
- Freedom from Discrimination, Harassment, and Retaliation: FFH
- Freedom from Bullying: FFI

In addition, the District Improvement Plan details the district's strategies to improve student performance through evidence-based practices that address physical and mental health.

The district has developed administrative procedures as necessary to implement the above policies and plans.

For more information about these procedures and access to the District Improvement Plan, please contact:

Lone Oak ISD 8080 Highway 69 South Lone Oak, TX 75453

903-634-5269 Joseph Riddle, Director of Federal & Special Programs jriddle@loisd.net

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

During the preceding school year, the district's School Health Advisory Council (SHAC) held 4 meetings. Additional information about the district's SHAC is available from the district nurse.

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

[See Consent to Human Sexuality Instruction, Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking, and policies BDF and EHAA for more information.]

Student Wellness Policy/Wellness Plan (All Grade Levels)

To encourage healthy habits in our students, the district has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement it. For questions about the content or implementation of the district's wellness policy and plan, please contact district nurse at anorthcutt@loisd.net.

Homework (All Grade Levels)

Homework may be required at the discretion of the teacher.

Law Enforcement Agencies (All Grade Levels)

Questioning of Students

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

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

Students Taken into Custody

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

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

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

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

Notification of Law Violations

The district is required by state law to notify:

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

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

Leaving Campus (All Grade Levels)

Student attendance is crucial. Appointments should be scheduled outside of school hours if possible. Except for extenuating circumstances, students will not regularly be released before the end of the school day.

Parental consent is required before any student leaves campus for any part of the school day.

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

The same process applies to students in high school if a parent picks the student up from campus. If the student's parent authorizes the student to leave campus unaccompanied, the parent must submit a note to the main office at least two hours before the student needs to leave campus. A phone call from the parent may be accepted, but the school may ultimately

require a note for documentation purposes. The student must sign out through the main office and sign in upon return if the student returns the same day.

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

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

If a student is 18 years of age or is an emancipated minor, the student may sign out of school. Documentation regarding the reason for the absence will be required.

During Lunch

All Lone Oak ISD campuses are considered closed campuses, and students are not allowed to leave during lunch.

At Any Other Time During the School Day

Students are not authorized to leave campus during regular school hours for any other reason, except with the permission of the principal.

Students who leave campus in violation of these rules will be subject to disciplinary action in accordance with the Student Code of Conduct.

Lost and Found (All Grade Levels)

A lost and found collection box is located in the campus office. A student who loses an item should check the lost and found box. The district discourages bringing personal items of high monetary value to school, as the district is not responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

Makeup Work

Makeup Work Because of Absence (All Grade Levels)

A teacher may assign makeup work to a student who misses class based on instructional objectives and the needs of the student in mastering the essential knowledge and skills or meeting subject or course requirements.

The student will be responsible for obtaining and completing the makeup work within the time specified by the teacher. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

The student is encouraged to speak with the teacher if the student knows of an absence ahead of time so that the teacher and student may plan any makeup work. Please remember the importance of student attendance at school. With limited exceptions, all absences count for the

90 percent threshold set in state law regarding attendance for credit or final grade. [See Attendance for Credit or Final Grade (All Grade Levels)]

A student involved in an extracurricular activity must notify teachers ahead of time about any absences.

A student will be permitted to make up tests and turn in projects due in any class missed because of absence. Teachers may assign a late penalty to any long-term project in accordance with timelines approved by the principal and previously communicated to students. See Appendix.

DAEP Makeup Work

Elementary and Middle/Junior High School Grade Levels

Elementary and Middle School students assigned to the DAEP will have an opportunity to complete their work while in attendance at the DAEP.

Grades 9-12

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

In-School Suspension (ISS) and Out-of-School Suspension (OSS) Makeup Work (All Grade Levels)

Alternative Means to Receive Coursework

While a student is in ISS or OSS, the district will provide the student with all course work for the student's foundation curriculum classes that the student misses as a result of the suspension.

Opportunity to Complete Courses

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

Nondiscrimination Statement (All Grade Levels)

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

including Career and Technical Education (CTE) programs. The district provides equal access to the Boy Scouts and other designated youth groups.

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

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

The district's nondiscrimination policy and grievance procedures are in policy FFH in the district's policy manual, available at www.loneoakisd.net.

The district has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or sex-based harassment:

Lone Oak ISD 8080 Highway 69 South Lone Oak, TX 75453

903-634-5262 Joseph Riddle, Director of Special Programs jriddle@loisd.net

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

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

- For concerns regarding discrimination on the basis of disability, see the ADA/Section 504 Coordinator at your campus.
- For all other concerns regarding discrimination, contact the campus principal.

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

Parent and Family Engagement (All Grade Levels)

Parental Rights and Options

State law provides that a parent has the right to direct the moral and religious training of the parent's child, make decisions concerning the child's education, and consent to medical, psychiatric, and psychological treatment of the child without obstruction or interference from a governmental entity of Texas, including a school district.

In addition to referring to the rights of parents, including the right to withhold consent for or exempt the parent's child from certain activities and instruction specified throughout this

handbook, parents may access additional information regarding parental rights at the district's website at: www.loneoakisd.net.

Working Together

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

- Encouraging your child to put a high priority on education and working with your child every day to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See Academic Counseling]
- Attending scheduled conferences and requesting additional conferences as needed. The district will provide at least two opportunities for in-person conferences during each school year for each parent of a child enrolled in the district with the child's teachers. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office to make an appointment. The teacher will usually return your call or meet with you during their conference period or before or after school. [See Report Cards/Progress Reports and Conferences (All Grade Levels)]
- Becoming a school volunteer. [See Volunteers (All Grade Levels) and policy GKG for more information.]
- Participating in campus parent organizations. Parent organizations include:
 - PTO
 - Buff Dads
 - Band Booster
 - Athletic Booster
 - FFA Booster
- Serving as a parent representative on the district-level or campus-level planning committees that develop educational goals and plans to improve student achievement. For more information, see policies BQA and BQB.
- Serving on the School Health Advisory Council (SHAC) and assisting the district in aligning local community values with health education instruction, human sexuality instruction, instruction on prevention of child abuse, family violence, dating violence, and sex trafficking, and other wellness issues. [See School Health Advisory Council (SHAC) (All Grade Levels) and policies BDF, EHAA, FFA for more information.]
- Being aware of the school's ongoing bullying and harassment prevention efforts.

- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. Regular board meetings are held on the 3rd Monday of each month at 6:00 p.m. at 8160 Highway 69 South. An agenda for a regular or special meeting is posted no later than 3 business days before each meeting and online at www.loneoakisd.net. [See policies BE and BED for more information.]

Parking and Parking Permits (Secondary Grade Levels Only)

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

Students must request a parking permit and pay a fee of \$20 to park in a school parking lot and are subject to random drug testing. So long as space is available, parking permits may be issued throughout the year.

Students will not be permitted to:

- Speed
- Double-park
- Park across a white or yellow line
- Park in a fire lane
- Sit in parked cars during school hours

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

Pledges of Allegiance and a Minute of Silence (All Grade Levels)

Each school day, students will recite the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See Reciting the Pledges to the U.S. and Texas Flags]

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others.

In addition, state law requires that each campus provide for the observance of one minute of silence in remembrance of those who lost their lives on September 11, 2001, at the beginning of the first class period when September 11 falls on a regular school day.

[See policy EC for more information.]

Prayer (All Grade Levels)

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

Private Spaces

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

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

Promotion and Retention

A student will be promoted only on the basis of academic achievement or proficiency. In making promotion decisions, the district will consider the following:

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

Elementary and Middle/Junior High Grade Levels

In grades 1-2, promotion is based on overall mastery of 70 percent of the skills based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and mastery of 70 percent of the skills in language arts and mathematics listed on the standards-based report card. For more information, see EIE(Local).

In grades 3-8, promotion is based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in three of the following areas: language arts, mathematics, science, and social studies. For more information, see EIE (local).

Repeating Prekindergarten-Grade 8 at Parent Request

A parent may request in writing that a student repeat Prekindergarten, or any grade in grade K-8. Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

High School Grade Levels

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

A student in grades 9-12 will be advanced a grade level based on the number of course credits earned. [See Grade-Level Classification (Grades 9-12 Only)]

Repeating a High-School Credit Course

A parent may request in writing that a student repeat a high-school credit course in which the student was enrolled during the previous school year unless the district determines that the student has met all requirements for graduation.

Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

Only the student's first passing grade will be included in the calculation of class ranking.

Release of Students from School

[See Leaving Campus (All Grade Levels)]

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

Report cards with each student's performance and absences in each class or subject are issued at least once every 9 weeks.

During the fourth week of a nine-week grading period, parents will receive a progress report if their child's performance in any course/subject area below 70 or is below the expected level of performance. If a student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be asked to schedule a conference with the teacher. [See Working Together for how to schedule a conference.]

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

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

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

The district may communicate academic information about a student electronically, including for progress reporting purposes.

Retaliation

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

Required State Assessments

STAAR (State of Texas Assessments of Academic Readiness) for Grades 3-8

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

- Mathematics, annually in grades 3-8
- Reading, annually in grades 3-8
- Science in grades 5 and 8

- Social Studies in grade 8

Standardized Testing for a Student Enrolled Above Grade Level

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

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

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

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

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

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

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

Requesting Administration of STAAR/EOC in Paper Format (All Grade Levels)

STAAR and EOC assessments are administered electronically.

A parent or teacher may request that a STAAR or EOC be administered to a student in paper format. The district may grant this request for any single administration for up to three percent of the number of students enrolled in the district. Requests will be granted in the order in which they are received.

Requests for paper format for a fall administration of a STAAR or EOC must be submitted no later than September 15 each school year.

Requests for paper format for a spring administration of a STAAR or EOC must be submitted no later than December 1 each school year.

Standardized Testing for a Student in Special Programs

Certain students — some with disabilities and some classified as emergent bilingual students — may be eligible for exemptions, accommodations, or deferred testing.

STAAR Alternate 2 is available for eligible students receiving special education services who meet certain state-established criteria as determined by the student's ARD committee.

An admission, review, and dismissal (ARD) committee for a student in grades 9-12 receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan (PGP). [See Graduation (Secondary Grade Levels Only)]

STAAR Spanish is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

For more information, see the principal, school counselor, or special education director.

Failure to Perform Satisfactorily on a STAAR or EOC Assessment

If a student does not perform satisfactorily on a required state assessment in any subject, the district will provide accelerated instruction for the student in the next school year through one of the following:

- Assigning the student to a teacher who is certified as a master, exemplary, or recognized teacher if one is available in the grade and subject matter of the state assessment on which the student did not perform satisfactorily
- Providing supplemental instruction

A student may be required to attend any assigned supplemental instruction program before or after school or during the summer.

When a student fails to perform satisfactorily on a required state assessment in the same subject area for two or more years, the district shall develop an accelerated education plan. Parents are encouraged to participate in developing this plan.

Personal Graduation Plan — Middle School Students

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

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

The plan will, among other items:

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

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

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

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

Safe Storage of Firearms

A firearm should be stored unloaded in a safe or locked container, with ammunition stored elsewhere.

It is unlawful to store, transport, or abandon an unsecured firearm in a place where children are likely to be and can obtain access to the firearm. Under the Penal Code, a person commits the offense of making a firearm accessible to a child if the child gains access to a readily dischargeable firearm, and the person with criminal negligence:

- Failed to secure the firearm; or
- Left the firearm in a place to which the person knew or should have known the child would gain access

The penalty for allowing a child access to a firearm can range from a Class C misdemeanor (punishable by a \$500 fine) to a Class A misdemeanor (punishable by a \$4000 fine, a year in jail, or a combination of the two).

Safety (All Grade Levels)

Student safety on campus, at school-related events, and in district vehicles is a high priority of the district. The cooperation of students is essential to ensuring school safety. A student is expected to:

- Avoid conduct that is likely to put the student or others at risk.
- Follow all behavioral standards in this handbook and the Student Code of Conduct or set by district employees.
- Help secure the campus by keeping all exterior doors closed, latched, and locked unless the door is actively monitored by a district employee.
- Follow instructions from teachers and other district employees regarding classroom doors.
- Remain alert to any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member, and promptly report any incidents to a district employee. A student may make anonymous reports about safety concerns by contacting the School Chief of Police or using the StopIt App on the school website.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Accident Insurance

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

Insurance for Career and Technical Education (CTE) Programs

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

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

Periodically, the school will conduct preparedness drills of emergency procedures. When the command is given or alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

Preparedness Training: CPR and Stop the Bleed

The district will offer instruction in CPR and the use of an automated external defibrillator (AED) at least once to students enrolled in in grades 7-12. The instruction can be provided as part of any course and is not required to result in CPR or AED certification.

The district will annually offer students in grades 7-12 instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see [Stop the Bleed Texas \(https://stopthebleedtexas.org/\)](https://stopthebleedtexas.org/).

Emergency Medical Treatment and Information

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

The district may consent to medical treatment, including dental treatment, if necessary, for a student if all of the following requirements are met:

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

The emergency care authorization form will be used by the district when a student's parent or authorized designee cannot be contacted. A student may provide consent if authorized by law or court order.

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

Emergency School Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information if the district needs to notify parents of early dismissal, delayed opening, or restricted access to a campus because of severe weather, a security threat, or another emergency cause.

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. It is crucial to notify your child's school when a phone number changes. State law requires parents to update contact information within two weeks after the date the information changes.

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community in the following ways: district social media, automated call, email, text message, and local media.

[See Parent Contact Information and Automated Emergency Communications]

SAT, ACT, and Other Standardized Tests

[See Standardized Testing]

Schedule Changes (Middle/Junior High and High School Grade Levels)

Students that need a schedule change shall contact their school counselor during the 1st week of the semester to determine if it is possible.

School Facilities

Asbestos Management Plan (All Grade Levels)

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

Lone Oak ISD 8162 Highway 69 South Lone Oak, TX 75453

903-634-5260 Wayne Shepherd, Director of Operations wshepherd@loisd.net

Food and Nutrition Services (All Grade Levels)

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

Some students are eligible for free and reduced-price meals based on financial need. Information about a student's participation is confidential. The district may share information such as a student's name and eligibility status to help enroll eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent requests the student's information not be disclosed.

Participating students will be offered the same meal options as their peers and will not be treated differently from their peers.

To apply for free or reduced-price meal services, contact:

Lone Oak ISD 8162 Highway 69 South Lone Oak, TX 75453 903-634-5260 Kelly Alvis,
Director of Food Services kalvis@loisd.net

[See policy COB for more information.]

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

continue to purchase meals according to the grace period set by the school board. The district will present the parent with a schedule of repayment for any outstanding account balance and an application for free or reduced meals. [See policy CO for more information.]

If the district is unable to work out an agreement with the student's parent on replenishment of the meal account and payment of any outstanding balance, the student will receive a meal. The district will make every effort to avoid bringing attention to the student.

The following information is published as required by the USDA for participation in the National School Lunch Program:

"In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity.

"Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotope, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

"To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. mail:

U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or

2. fax:

(833) 256-1665 or (202) 690-7442; or

3. email:

Program.Intake@usda.gov

"This institution is an equal opportunity provider."

The responsible state agency that administers the program is the [Texas Department of Agriculture](https://www.texasagriculture.gov/Home/Contact-Us) (<https://www.texasagriculture.gov/Home/Contact-Us>), which can be reached at (800) TELL-TDA (835-5832) or (800) 735-2989 (TTY).

The local agency that administers the program is the district. [See Nondiscrimination Statement (All Grade Levels) for the name and contact information for the Title IX coordinator, ADA/Section 504 coordinator, and superintendent for other concerns about discrimination.]

[See policy COB for more information.]

Vending Machines (All Grade Levels)

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

Pest Management Plan (All Grade Levels)

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

All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area.

Parents who have questions or who want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area may contact the district's IPM coordinator:

Lone Oak ISD 8162 Highway 69 South Lone Oak, TX 75453 903-634-5260 Wayne
Shepherd, Director of Operations wshepherd@loisd.net

Conduct Before and After School (All Grade Levels)

Teachers and administrators have full authority over student conduct at before- or after-school activities. Whether a school activity is on or off district premises, students must follow the same rules of conduct that apply during the instructional day. Misbehavior will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

Library (All Grade Levels)

The library is open for independent student use during school hours with teacher permission.

The district provides a wide range of library materials for students and faculty that support student achievement and present varying levels of difficulty, diversity of appeal, and a variety of points of view. The district follows the Texas State Library and Archive Commission's standards for school library collection development.

Parents are the primary decision makers regarding their student's access to library material. The district encourages parental involvement in library acquisition, maintenance, and campus activities. Parents are encouraged to communicate with the district librarian and their child's teacher about special considerations regarding library materials self-selected by their student. A parent may submit to the district a list of library materials that their child may not be allowed to check out or otherwise access for use outside of the school library by submitting the list to the district librarian.

A parent may access to the school's library by contacting the district librarian.

The district welcomes student and parent feedback on library materials and services. Parents may contact the district librarian with questions or comments about their child's campus library. A district employee, parent, or person residing in the district may submit a written challenge to the inclusion of any library material in the catalog of the school library by submitting the form available on the district's website.

Use of Hallways during Class Time (All Grade Levels)

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

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

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

The following areas are open to students before school, beginning at 7:20 a.m. Elementary gym, MS & HS Cafeteria.

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

Students must leave campus immediately after dismissal of school in the afternoon, unless the student is involved in an activity under the supervision of a teacher or other authorized employee or adult.

Meetings of Noncurriculum-Related Groups (Secondary Grade Levels Only)

Student-organized, student-led noncurriculum-related groups are permitted to meet during the hours designated by the principal before and after school. These groups must comply with the requirements of policy FNAB(LOCAL). A list of these groups is available in the principal's office.

Parental consent is required before a student may participate in a student club that is authorized or sponsored by the district. [See Extracurricular Activities, Clubs, and Organizations (All Grade Levels)]

School-Sponsored Field Trips (All Grade Levels)

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

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

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

The district may require a fee for student participation in a field trip that is not required as part of a basic educational program or course to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need. [See Fees (All Grade Levels) for more information.]

The district is not responsible for refunding fees paid directly to a third-party vendor.

Searches and Investigations

Searches in General (All Grade Levels)

In the interest of promoting student safety and drug-free schools, district officials may occasionally conduct searches and investigations.

District officials may conduct investigations in accordance with law and district policy and may question students regarding a student's own conduct or the conduct of others. [For questioning of students by law enforcement officials, see Law Enforcement Agencies (All Grade Levels).]

District officials may search students, their belongings, and their vehicles in accordance with law and district policy. Searches of students will be conducted without discrimination, based on, for example, reasonable suspicion or voluntary consent or pursuant to district policy providing for suspicionless security procedures, including the use of metal detectors.

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

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

District Property (All Grade Levels)

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

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

Metal Detectors (All Grade Levels)

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

Personal Communications and Other Electronic Devices (All Grade Levels)

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

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

[See Electronic Devices and Technology Resources (All Grade Levels) and policy FNF(LEGAL) for more information.]

Trained Dogs (All Grade Levels)

The district may use trained dogs to screen for concealed, prohibited items, including drugs and alcohol. Screenings conducted by trained dogs will not be announced in advance. The dogs will not be used with students, but students may be asked to leave personal belongings in an area that is going to be screened, such as a classroom, a locker, or a vehicle. If a dog alerts to an item or an area, it may be searched by district officials.

Drug Testing (Secondary Grade Levels Only)

The District requires the random drug-testing of any student in grades 7-12 who chooses to participate in school-sponsored extracurricular activities or request a permit to park a vehicle on school property.

The Superintendent shall develop regulations for the implementation of the District's random student drug-testing program that address the following:

1. Covered activities and purpose of the program;
2. Written consent and confidentiality of results;
3. Testing procedures and collection process; and
4. Applicable Consequences can be found at: <https://www.loneoakisd.net/for-parents/drug-testing>

[See Steroids (Secondary Grade Levels Only)]

Vehicles on Campus (Secondary Grade Levels Only)

If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the district will contact the student's parents. If the parents also refuse to permit the vehicle to be searched, the district may turn the matter over to law enforcement. The district may contact law enforcement even if permission to search is granted.

Sexual Harassment

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

Special Programs (All Grade Levels)

The district provides special programs for gifted and talented students, students who are homeless, students in foster care, bilingual students, migrant students, emergent bilingual students, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact:

Lone Oak ISD 8080 Highway 69 South Lone Oak, TX 75453 903-634-5269 Joseph Riddle, Director of Federal & Special Programs jriddle@loisd.net

The Texas State Library and Archives Commission's [Talking Book Program](https://www.tsl.texas.gov/tbp) (<https://www.tsl.texas.gov/tbp>) provides audiobooks free of charge to qualifying Texans, including students with visual, physical, or reading disabilities such as dyslexia.

Standardized Testing

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

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. These assessments are usually taken at the end of the junior year. Students are encouraged to talk with the school counselor early during their junior year to learn about these assessments and determine the appropriate examination to take. The Preliminary SAT (PSAT) and Pre-ACT are the corresponding preparatory and readiness assessments for the SAT and ACT.

Note: These assessments may qualify a student to receive a performance acknowledgment on the student's transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances. A student's performance at a certain level on the SAT or ACT also makes the student eligible for automatic admission to a Texas public institution of higher education.

TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The TSI assesses the reading, mathematics, and writing skills that first-year students need to perform effectively as undergraduates in Texas public colleges and universities. This assessment may also be required before a student enrolls in a dual credit course offered through the district. Achieving certain benchmark scores on this assessment may also waive certain end-of-course assessment requirements in limited circumstances.

Student Speakers (All Grade Levels)

The district provides students the opportunity to introduce the following school events: High school award assemblies, graduation, and assemblies. If a student meets the eligibility criteria and wishes to introduce one of the school events listed above, the student should submit their name in accordance with policy FNA(LOCAL).

[See Graduation (Secondary Grade Levels Only) for information related to student speakers at graduation ceremonies and policy FNA(LOCAL) regarding other speaking opportunities.]

Summer School (All Grade Levels)

Students may be required to attend summer school if they have excessive absences (more than 10%), or if they do not pass a STAAR test and are required to do accelerated instruction. Summer school is also offered to regain high school credit (\$50 per half credit).

See your school counselor/Academic Advisor for more information.

Tardies (All Grade Levels)

A student who is tardy to class may be assigned an appropriate consequence.

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

Instructional materials are any resources used in classroom instruction as part of the required curriculum, such as textbooks, workbooks, computer software, or online services.

The district selects instructional materials in accordance with state law and policy EFA.

The district provides approved instructional materials to students free of charge for each subject or class. Students must treat instructional materials with care, as directed by the teacher.

If a student needs a graphing calculator for a course and the district does not provide one, the student may use a calculator application with graphing capabilities on a phone, laptop, tablet, or other computing device.

A student who is issued a damaged item should report the damage to the teacher.

Any student who does not return an item or returns an item in an unacceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage is paid for by the parent. However, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

For information on library books and other resources students may access voluntarily, see Library (All Grade Levels).

Transfers (All Grade Levels)

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

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

[See Safety Transfers/Assignments, Bullying (All Grade Levels), and A Student with Physical or Mental Impairments Protected under Section 504, for other transfer options.]

Transportation (All Grade Levels)

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use school-provided transportation to and from the event. However, in accordance with campus procedures, a parent may provide written consent for their child to ride with or be released after the event to the parent or another adult designated by the parent. [See School-Sponsored Field Trips (All Grade Levels)]

Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school and to any eligible students who are experiencing homelessness. This service is provided at no cost to students.

Bus routes and stops will be designated annually. Any changes will be posted at the school and on the district's website. For the safety of the driver and all passengers, students must board district vehicles only at authorized stops and drivers must unload passengers only at authorized stops.

The district has identified areas where hazardous traffic conditions and/or a high risk of violence exist for students who live within two miles of the campus:

Because students in these areas might encounter hazardous traffic conditions or be subject to a high risk of violence when walking to and from school, the district will provide transportation to these students. For additional information, please contact:

Lone Oak ISD 8162 Highway 69 South Lone Oak, TX 75453

903-634-5260 Wayne Shepherd, Director of Operations wshepherd@loisd.net

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

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

- Observe all usual classroom rules

- Follow the driver's directions at all times
- Enter and leave the vehicle in an orderly manner at the designated stop
- Keep feet, books, instrument cases, and other objects out of the aisle
- Not deface the vehicle or its equipment
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle
- Not possess or use any form of tobacco or e-cigarettes in any district vehicle
- Be seated while the vehicle is moving
- Fasten their seat belts, if available
- Wait for the driver's signal upon leaving the vehicle and before crossing in front of the vehicle
- Follow any other rules established by the operator of the vehicle

Misconduct will be punished in accordance with the Student Code of Conduct, including loss of the privilege to ride in a district vehicle.

[See the Student Code of Conduct for provisions regarding transportation to the DAEP.]

Vandalism (All Grade Levels)

Littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

Video Cameras (All Grade Levels)

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

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

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board may make a written request for the district to place video and audio recording equipment in certain special education classrooms. The district will provide notice before placing a video camera in a classroom or other setting in which a child receives special education services. For more information or to request the installation and operation of this equipment, contact the Deputy Superintendent that the district has designated to coordinate the implementation of and compliance with this law.

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

[See Consent to Video or Audio Record a Student When Not Already Permitted by Law for video and other recording by parents or visitors to virtual or in-person classrooms.]

Visitors to the School (All Grade Levels)

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must:

- Request entry to the school at the primary entrance unless otherwise directed by a district employee
- Report to the main office
- Be prepared to show identification
- Exit the school at the primary entrance and leave all exterior doors closed, latched, and locked unless actively monitored by a district employee
- Comply with all applicable district policies and procedures

If requested by a district employee, a visitor must provide identification such as a driver's license, other picture identification issued by a government entity, or employee or student identification issued by the district. A person who refuses to provide identification and who reasonably appears to have no legitimate reason to be on district property may be ejected from district property.

Individuals may visit classrooms or observe virtual instruction during instructional time only with approval of the principal and teacher. Visitors may not interfere with instruction or disrupt the normal school environment.

All visitors are expected to demonstrate the highest standards of courtesy and conduct. Disruptive behavior or violations of student privacy will not be permitted.

[See Consent to Video or Audio Record a Student When Not Already Permitted by Law for video and other recording by parents or visitors to virtual or in-person classrooms.]

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer has the authority to refuse entry to or eject a person from district property if the person refuses to leave peaceably on request and either of the following applies:

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

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

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL).

[See the Student Code of Conduct]

Visitors Participating in Special Programs for Students

Business, Civic, and Youth Groups

The district may invite representatives from patriotic societies listed in Title 36 of the United States Code to present information to interested students about membership in the society.

Career Day

The district invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

Volunteers (All Grade Levels)

The district invites and appreciates the efforts of volunteers who are willing to serve our district and students.

If you are interested in volunteering, please contact the campus secretary.

Subject to exceptions in accordance with state law and district procedures, the district requires a state criminal history background check for each volunteer, including parents, guardians, or grandparents of a child enrolled in the district. The volunteer must pay all costs for the background check.

Voter Registration (Secondary Grade Levels Only)

A student who is eligible to vote in any local, state, or federal election may obtain a voter registration application at the main campus office.

Withdrawing from School (All Grade Levels)

To withdraw a student under age 18 from school, the parent or guardian must submit a written request to the principal specifying the reasons for withdrawal and the final day the student will be in attendance. Withdrawal forms are available from the principal's office.

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

Please provide the school at least three days' notice of withdrawal so that records and documents may be prepared.

Glossary

Accelerated instruction, including supplemental instruction, is an intensive educational program designed to help an individual student acquire the knowledge and skills required at their grade level. It is required when a student does not meet the passing standard on a state-mandated assessment. Accelerated instruction may be provided by assigning a student to a classroom teacher who is certified as a master, exemplary, or recognized teacher or by providing supplemental instruction in addition to regular instruction.

ACT, or the American College Test, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

ACT-Aspire is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

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

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

CPS stands for Child Protective Services.

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

DFPS stands for the Texas Department of Family and Protective Services.

DPS stands for the Texas Department of Public Safety.

DSHS stands for the Texas Department of State Health Services.

ED stands for the U.S. Department of Education.

Emergent bilingual student refers to a student of limited English proficiency. Other related terms include English learner, English language learner, and limited English proficient student.

EOC (end-of-course) assessments are state-mandated and are part of the STAAR program. Successful performance on EOC assessments is required for graduation. These examinations will be given in English I, English II, Algebra I, Biology, and U.S. History.

ESSA is the federal Every Student Succeeds Act.

FERPA refers to the federal Family Educational Rights and Privacy Act, which grants specific privacy protections to student records. The law contains certain exceptions, such as for

directory information, unless a student's parent or a student 18 years of age or older directs the school not to release directory information.

IEP stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services.

IGC is the individual graduation committee, formed in accordance with state law, to determine a student's eligibility to graduate when the student has failed to demonstrate satisfactory performance on no more than two of the required state assessments.

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

PGP stands for personal graduation plan, which is required for high school students and for any student in middle school who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after beginning grade 9.

PSAT is the preparatory and readiness assessment for the SAT. It also serves as the basis for the awarding of National Merit Scholarships.

Safe and Supportive School Team is a team established at each campus that is responsible for conducting a threat assessment regarding individuals who make threats of violence or exhibit harmful, threatening, or violent behavior and determining appropriate intervention, and providing guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community, school, or individual.

SAT refers to the Scholastic Aptitude Test, one of the two most frequently used college or university admissions examinations. The test may be required for admissions to certain colleges or universities.

SHAC stands for School Health Advisory Council, a group of at least five members, a majority of whom must be parents, appointed by the school board to help ensure that local community values and health issues are reflected in the district's health education instruction, as well as assist with other student and employee wellness issues.

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

STAAR is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments.

STAAR Alternate 2 is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student's ARD committee.

STAAR Spanish is an alternative state-mandated assessment administered to eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

State-mandated assessments are required of students at certain grade levels and in specified subjects. Except under limited circumstances, students must pass the STAAR EOC assessments to graduate. Students have multiple opportunities to take the tests, if necessary, for graduation.

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

TAC stands for the Texas Administrative Code.

TEA stands for the Texas Education Agency, which oversees primary and secondary public education in Texas.

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

TSI stands for the Texas Success Initiative, an assessment designed to measure the reading, mathematics, and writing skills that entering college-level freshmen students should have if they are to be successful in undergraduate programs in Texas public colleges and universities.

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

Appendix A: Freedom from Bullying Policy

Note: School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit:

<https://pol.tasb.org/PolicyOnline/PolicyDetails?key=696&code=FFI#localTabContent>. Below is the text of Lone Oak ISD's policy FFI(LOCAL) as of the date this handbook was finalized for this school year.

Student Welfare: Freedom from Bullying

Policy FFI(LOCAL) adopted on 6/23/23

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Minimum Standards

In accordance with law, the Superintendent shall develop administrative procedures to ensure that minimum standards for bullying prevention are implemented.

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

Reporting Procedures

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

Report Format

A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

Periodic Monitoring

The Superintendent shall periodically monitor the reported counts of bullying incidents, and that declines in the count may represent not only improvements in the campus culture because bullying declines but also declines in the campus culture because of a decline in openness to report incidents.

Notice of Report

When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

Prohibited Conduct

The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

Investigation of Report

The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

Concluding the Investigation

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

Notice to Parents

If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

District

Action

Bullying

If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.

Discipline

A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

Corrective Action

Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

Transfers

The principal or designee shall refer to FDB for transfer provisions.

Counseling

The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

Improper Conduct

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.

Confidentiality

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

Appeal

A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

Records Retention

Retention of records shall be in accordance with CPC(LOCAL).

Access to Policy and Procedures

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

Appendix B: Student Rights and Responsibilities Policy

Note: School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit

<https://pol.tasb.org/PolicyOnline/PolicyDetails?key=696&code=FNG#localTabContent> Below is the text of Lone Oak ISD's policy FNG(LOCAL) as of the date this handbook was finalized for this school year.

Student Rights and Responsibilities: Student and Parent Complaints/Grievances

Policy FNG(LOCAL) adopted on 7/22/24

Complaints	In this policy, the terms “complaint” and “grievance” shall have the same meaning.
Other Complaint Processes	Student or parent complaints shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with FNG after the relevant complaint process: 1. Complaints alleging discrimination or harassment based on race, color, religion, sex, gender, national origin, age, or disability shall be submitted in accordance with the FFH series. 2. Complaints concerning dating violence shall be submitted in accordance with the FFH series. 3. Complaints concerning retaliation related to discrimination and harassment shall be submitted in accordance with the FFH series. 4. Complaints concerning bullying or retaliation related to bullying shall be submitted in accordance with FFI. 5. Complaints concerning failure to award credit or a final grade on the basis of attendance shall be submitted in accordance with FEC. 6. Complaints concerning expulsion shall be submitted in accordance with FOD and the Student Code of Conduct. 7. Complaints concerning any final decisions of the gifted and talented selection committee regarding selection for or exit from the gifted program shall be submitted in accordance with EHBB. 8. Complaints within the scope of Section 504, including complaints concerning identification, evaluation, or educational placement of a student with a disability, shall be submitted in accordance with FB and the procedural safeguards handbook. 9. Complaints within the scope of the Individuals with Disabilities Education Act, including complaints concerning identification, evaluation, educational placement, or discipline of a student with a disability, shall be submitted in accordance with EHBAE, FOF, and the procedural safeguards handbook provided to parents of all students referred to special education. 10. Complaints concerning instructional resources shall be submitted in accordance with the EF series.

11. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with the CKE series.
12. Complaints concerning intradistrict transfers or campus assignment shall be submitted in accordance with FDB.
13. Complaints concerning admission, placement, or services provided for a homeless student shall be submitted in accordance with FDC.
14. Complaints concerning disputes regarding a student's eligibility for free or reduced-priced meal programs shall be submitted in accordance with COB.

Complaints regarding refusal of entry to or ejection from District property based on Education Code 37.105 shall be filed in accordance with this policy. However, the timelines shall be adjusted as necessary to permit the complainant to address the Board in person within 90 calendar days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See GKA(LEGAL)]

Notice to Students and Parents

The District shall inform students and parents of this policy through appropriate District publications.

Guiding Principles

Informal Process

The Board encourages students and parents to discuss their concerns with the appropriate teacher, principal, or other campus administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent.

Formal Process

A student or parent may initiate the formal process described below by timely filing a written complaint form.

Even after initiating the formal complaint process, students and parents are encouraged to seek informal resolution of their concerns. A student or parent whose concerns are resolved may withdraw a formal complaint at any time.

The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or "mini-trial" at any level.

Freedom from Retaliation

Neither the Board nor any District employee shall unlawfully retaliate against any student or parent for bringing a concern or complaint.

General Provisions

Filing

Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, including email and fax, or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are postmarked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.

Scheduling Conferences

The District shall make reasonable attempts to schedule conferences at a mutually agreeable time. If a student or parent fails to appear at a scheduled conference, the District may hold the conference and issue a decision in the student's or parent's absence.

Response At Levels One and Two, "response" shall mean a written communication to the student or parent from the appropriate administrator. Responses may be hand-delivered, sent by electronic communication to the student's or parent's email address of record, or sent by U.S. Mail to the student's or parent's mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.

Days "Days" shall mean District business days, unless otherwise noted. In calculating timelines under this policy, the day a document is filed is "day zero." The following business day is "day one."

Representative "Representative" shall mean any person who or organization that is designated by the student or parent to represent the student or parent in the complaint process. A student may be represented by an adult at any level of the complaint.

The student or parent may designate a representative through written notice to the District at any level of this process. If the student or parent designates a representative with fewer than three days' notice to the District before a scheduled conference or hearing, the District may reschedule the conference or hearing to a later date, if desired, in order to include the District's counsel. The District may be represented by counsel at any level of the process.

Consolidating Complaints Complaints arising out of an event or a series of related events shall be addressed in one complaint. A student or parent shall not file separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.

Untimely Filings All time limits shall be strictly followed unless modified by mutual written consent.

If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the student or parent, at any point during the complaint process. The student or parent may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.

Costs Incurred Each party shall pay its own costs incurred in the course of the complaint.

Complaint and Appeal Forms Complaints and appeals under this policy shall be submitted in writing on a form provided by the District.

Copies of any documents that support the complaint should be attached to the complaint form. If the student or parent does not have copies of these documents, copies may be presented at the Level One conference. After the Level One conference, no new documents may be submitted by the student or parent unless the student or parent did not know the documents existed before the Level One conference.

A complaint or appeal form that is incomplete in any material aspect may be dismissed but may be refiled with all the required information if the refile is within the designated time for filing.

Level One Complaint forms must be filed:

1. Within 15 days of the date the student or parent first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and
2. With the lowest level administrator who has the authority to remedy the alleged problem.

In most circumstances, students and parents shall file Level One complaints with the campus principal.

If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

The appropriate administrator shall investigate as necessary and schedule a conference with the student or parent within ten days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.

Absent extenuating circumstances, the administrator shall provide the student or parent a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the administrator may consider information provided at the Level One conference and any other relevant documents or information the administrator believes will help resolve the complaint.

Level Two If the student or parent did not receive the relief requested at Level One or if the time for a response has expired, the student or parent may request a conference with the Superintendent or designee to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level One response or, if no response was received, within ten days of the Level One response deadline.

After receiving notice of the appeal, the Level One administrator shall prepare and forward a record of the Level One complaint to the Level Two administrator. The student or parent may request a copy of the Level One record.

The Level One record shall include:

1. The original complaint form and any attachments.
2. All other documents submitted by the student or parent at Level One.
3. The written response issued at Level One and any attachments.
4. All other documents relied upon by the Level One administrator in reaching the Level One decision.

The Superintendent or designee shall schedule a conference within ten days after the appeal notice is filed. The conference shall be limited to the issues and documents considered at Level One. At the conference, the student or parent may provide information concerning any documents or information relied upon by the administration for the Level One decision. The Superintendent or designee may set reasonable time limits for the conference.

The Superintendent or designee shall provide the student or parent a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the Superintendent or designee may consider the Level One record, information provided at the Level Two conference, and any other relevant documents or information the Superintendent or designee believes will help resolve the complaint.

Recordings of the Level One and Level Two conferences, if any, shall be maintained with the Level One and Level Two records.

Level Three If the student or parent did not receive the relief requested at Level Two or if the time for a response has expired, the student or parent may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level Two response or, if no response was received, within ten days of the Level Two response deadline.

The Superintendent or designee shall inform the student or parent of the date, time, and place of the Board meeting at which the complaint will be on the agenda for presentation to the Board.

The Superintendent or designee shall provide the Board the record of the Level Two appeal. The student or parent may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.
2. The notice of appeal from Level One to Level Two.
3. The written response issued at Level Two and any attachments.
4. All other documents relied upon by the administration in reaching the Level Two decision.

The appeal shall be limited to the issues and documents considered at Level Two, except that if at the Level Three hearing the administration intends to rely on evidence not included in the Level Two record, the administration shall provide the student or parent notice of the nature of the evidence at least three days before the hearing.

The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]

The presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the student or parent and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.

In addition to any other record of the Board meeting required by law, the Board shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the student or parent or the student's representative, any presentation from the administration, and questions from the Board with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board shall then consider the complaint. It may give notice of its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. If the Board does

not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Two.

Appendix C: Grading Guidelines

GENERAL GRADING GUIDELINES FOR TEACHERS AND

ADMINISTRATORS INTRODUCTION

Lone Oak ISD empowers learners to embody independence, value relationships, and achieve excellence as thriving members of a dynamic global community. With the necessary cooperation of students, parents, guardians, and community members, the district will ensure that all students are given the opportunity to master the requirements of a well-balanced curriculum. For students with identified needs and at all levels of ability, the school district will provide modifications in teaching methodologies, pacing, and materials to ensure that instruction in essential knowledge and skills is delivered at an appropriate level. This process also includes meeting the assessed needs of students with identified gaps in learning.

LOISD's standards-based curriculum includes the Texas Essential Knowledge and Skills (TEKS) adopted by the State Board of Education. The grading guidelines for each grade level, subject, and course define a student's relative mastery of the curriculum and the means by which a student's relative mastery is determined. The purpose of the grading guidelines is to ensure that grading practices are consistent among grade levels, subjects, and campuses. These guidelines shall ensure that grading reflects student achievement and that a sufficient number of grades are taken to support the average grade assigned. Guidelines for grading shall be clearly communicated to students and parents. EIA (LOCAL)

LESSON PLANS

Lesson plans shall be prepared by each teacher for each subject taught. Lesson plans shall be aligned with the District's curriculum Scope and Sequence (or TEKS Resource System), Pacing Guide, and Timelines. The lesson plan design shall include those items deemed appropriate for that specific campus by the campus principal. Such items shall include, but not be limited to, TEKS, instructional strategies/activities which considers any needed prerequisite teaching, student practice, assessment for student mastery, and any required accelerated learning and/or re-teaching. Documentation of modifications for students receiving special education services must be maintained.

LESSON PLANS FOR SUBSTITUTE TEACHERS

Lesson plans shall also be available for a substitute teacher for continuing the teaching process during a regular teacher's absence.

INTENTIONAL PLANNING AND TEACHING

Intentional planning and teaching should be authentic, collaborative, and reflective. This form of planning requires alignment between the standards-based curriculum, students' needs, and instructional strategies. Intentional planning should also provide students with opportunities to self-direct, think critically, collaborate, receive feedback, and solve problems.

ACADEMIC DISHONESTY

A student found to have engaged in academic dishonesty or cheating shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Cheating is the act of using unauthorized materials and/or resources during tests, exams or other summative tasks.

Cheating shall be defined as giving or receiving information or help on a test; possession of any unauthorized material during a test; copying another student's assignment or knowingly allowing another unauthorized student to copy from his/her assignment; working with others on a project that is meant to be done individually; unauthorized possession of test or quiz questions and/or answer sheets; completing an assignment, test, or quiz on behalf of another student; submitting duplicate work; having someone else complete an assignment, test, or quiz on behalf of the student, or accessing a teacher textbook edition. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from witnesses. Depending on the severity of the incident, consequences may include repeat of the assignment, grade reduction, grade of zero, and other disciplinary action as appropriate. EIA (LOCAL)

PROGRESS REPORTS

Interim progress reports shall be issued electronically for all students that are failing after the sixth week of each grading period. Interim reports will be issued for any failing students participating in UIL activities who do not meet eligibility standards after the third and sixth week of each grading period. Supplemental progress reports may be issued at the teacher's discretion. EIA(LOCAL) A teacher may require any student whose reporting period grade average is below 70 or borderline to attend tutorial sessions.

REPORT CARDS

The District shall issue grade reports/report cards every nine weeks. Performance shall be measured in accordance with board policy and the standards established in EIE(LOCAL) and EIA (LOCAL).

HOMEWORK

The District considers homework as a valued extension of learning beyond the classroom and an integral part of the instructional program. Depending on the course content, homework may be addressed in short- term and/or long-term assignments. Students may be required to complete homework or projects outside of the school if not completed in class.

GRADING DEADLINES FOR ASSIGNMENTS AND TESTS

All tests, quizzes, research papers, daily work, and homework assigned shall be graded, entered into Ascender, and returned to the student within 5 school days of the date

received. Exceptions to the 5 school day return of quizzes, research papers, projects, daily work, and homework will only be provided to accommodate absent students. These assignments will be returned to students no later than ten school days following the initial test date.

REDO OR RETAKE OF MAJOR ASSIGNMENTS, MAJOR PROJECTS, AND TESTS (SUMMATIVE ASSESSMENTS)

The District shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade. [see District Policy EIA (LOCAL)] The following criteria may be considered when determining the opportunity to redo a major assignment, major project or test:

1. Students may not be permitted to redo a major assignment, major project or test if they received a grade of zero or a reduced grade on the original assignment because they were found to have committed an act of academic dishonesty.
2. Students who fail an assignment or test, may correct it for a grade of up to a 70 within a reasonable opportunity of 7 calendar days; students who received a 0 on the initial assignment or test must complete the assignment or an alternative assignment in a supervised setting coordinated with the teacher.
 1. For example: If student A makes a 35 on a test and retakes or corrects the test and makes an 85, the student will be awarded a 70 for that assignment.
 2. If student B makes a 35 on a test and retakes or corrects the test and makes a 50, that student will receive a 50.
 3. If student C makes a 0 on a test or assignment because he or she did not complete the assignment, student C will ONLY be able to raise his or her grade by retaking the test (or a similar test) in the presence of the teacher or other staff member. If student C earns a 100 on the second assignment, student C will receive a 70. If student C earns an 85, student C will receive a 70. If student C earns a 40, student C will receive a 40.
3. Student participation in any reasonable reteach or reviewing activities assigned by the teacher in preparation for redoing a major assignment, major project or test at the agreed upon time;
4. Teachers will allow a student to retake or correct a test within a reasonable opportunity of 7 calendar days.

LATE WORK

The operational definition of late work is when a student has been provided adequate time and instruction to complete student work and has not completed the assigned work by the assigned time and date. This includes all assignments included in a long-term assignment. Students with extended time accommodations written into their IEPs, IAPs, and LPAC documentation will be addressed on an individual basis.

Late Work for Grades 3-12: When a student does not turn in an assignment on the day it is due, he or she must submit the assignment within a reasonable opportunity of 7 calendar days. A student that turns in an assignment late will earn no more than a 70. Each student is responsible for turning in all late assignments within 7 calendar days of the due date. If a due date is less than 7 calendar days from the end of a grading period, the student may receive an incomplete grade, but still must submit the assignment within 7 calendar days of the due date.

MAKE-UP WORK FOR STUDENTS

Students who are absent will be permitted to make up regular coursework and receive the actual grade earned. Students are given the number of days absent to make up all work assigned in their absence. Students will be responsible for obtaining and completing the make-up work in a satisfactory manner.

EXEMPTIONS TO COMPULSORY ATTENDANCE RELATED TO MAKE-UP WORK FOR STUDENTS

State law allows exemptions to the compulsory attendance requirements for several types of absences. These include the following activities and events:

1. Religious holy days: Students who miss school due to a religious holiday must be allowed time to make up the missed work, and receive full credit for the work that is turned in per district grading and reporting guidelines for make-up work. Please note that students are allowed one travel day before and one travel day after a religious holiday per state law;
2. Required court appearances;
3. Activities related to obtaining United States citizenship;
4. Service as an election clerk; and
5. Documented health-care appointments for the student or a child of the student, including absences for recognized services for students diagnosed with autism spectrum disorders, if the student comes to school or returns to school on the same day as the appointment. A note from the health-care provider must be submitted upon the student's arrival or return to campus. FEA (LEGAL)

POST SECONDARY VISITS

A junior or senior student's absence of up to two days per academic school year related to visiting a post secondary opportunity may be considered an exemption, provided the student receives approval from the campus principal, follows the campus procedures to verify such a visit, and makes up any work missed per policy.

TUTORIAL REQUIREMENTS

The campus will provide tutorial services as needed. If a student's grade in a subject area is lower than a 70 for the current reporting period, the principal will assign tutorials during the following reporting period. All teachers will provide tutorials on a regular schedule and will communicate this schedule to students and parents in writing.

MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

Lone Oak ISD teachers will implement general education classroom interventions and/or instructional accommodations for students who require academic, behavior, and/or social emotional support. If classroom interventions are not resulting in student progress or student success, the teacher will request a Multi-Tiered Systems of Support (MTSS) meeting. The MTSS committee may be composed of a teacher, administrator, and special programs. Additional Lone Oak ISD staff members may be invited based on the student's needs. Please note that parents will be notified when their student begins receiving intervention with a Notice of Intervention Letter.

The MTSS committee will collaborate on specific, targeted interventions based on student data and needs. The teacher(s) will gather data on the student's progress throughout the intervention process and will report progress to the MTSS committee. If a student does not make progress with the interventions provided, the intervention plan shall be adjusted. The MTSS committee may also refer the student for an evaluation under the Individuals with Disabilities Education Act (IDEA) through special education or Section 504 of the Rehabilitation Act.

STUDENTS WITH DISABILITIES (SPECIAL EDUCATION/SECTION 504)

All teachers working with a student identified with a disability and served through Special Education or Section 504 shall follow the accommodations/modifications as determined and documented in the student's Individual Education Plan (IEP) or Section 504 Individual Accommodation Plan (IAP). Instruction, assessment, and grading of students with disabilities shall be reflective of the accommodations/ modifications documented in the IEP/IAP. When a student is in jeopardy of failing a class, the teacher must document parent/guardian/adult student communication and use of IEP/ IAP determined accommodations/modifications. An ARD committee meeting shall be convened when a student fails for the grading period.

STUDENTS INDICATED AS AN Emergent Bilingual (EB) with ESL SUPPORT

Teachers will implement the English Language Proficiency Standards (ELPS) and accommodations determined and documented by the student's Language Proficiency Assessment Committee (LPAC). These accommodations must be used in both instruction and assessment. Homework assignments should be accommodated in the same manner. Grading of EBs should not penalize the student for lack of language proficiency in English. Teachers will maintain high expectations for student learning, communicate, sequence and scaffold instruction and assessments to ensure that EBs learn and demonstrate knowledge of the TEKS in the required curriculum. The following guidelines in combination with the

student's English language proficiency level should be used to assist in assigning grades for EB students with ESL support.

- EBs are not exempt from grades. Grades for EBs will take into consideration their English language proficiency and be based on the use of documented LPAC accommodations.
- Accommodations for Emergent Bilingual include but are not limited to extra time for assignments and tests, shorter assignments and tests, oral quizzes, peer assistance, use of bilingual dictionaries, reading the directions to the students and use of visual aids.
- When an EB student is in jeopardy of failing a class, the teacher must have documented the parent/guardian communication and information regarding the use of LPAC determined accommodations. An LPAC meeting shall be convened when a student fails for the grading period.

GRADING GUIDELINES GRADING FOR

PREKINDERGARTEN and KINDERGARTEN

Prekindergarten students are progress monitored three times a year to evaluate student growth. Teachers will communicate the progress monitoring reports with parents at the fall teacher/parent conferences. The progress monitoring assessment is based on the Texas Education Agency Prekindergarten Guidelines. A child who is five years of age on September 1 of the current school year is eligible for enrollment in a prekindergarten class if the child's parent or guardian elects for the child to repeat pre-k (in accordance with TEC 28.02124), or if the child would have been eligible to enroll in Pre-K during the previous school year (under the TEC 29.153), and the child has not yet enrolled in kindergarten.

WEIGHTING OF GRADES FOR 1st - 4th GRADE

Category	Weighting for 1st-2nd Grade	Weighting for 3rd-4th Grade	Minimum Number of Assignments per Grading Period
Tests (includes major essays and major projects)	20%	20%	3 Reading/Language Arts* 3 Math 3 Science 2 Social Studies
Daily Work/Quizzes	80%	80%	9 Reading/Language Arts* 9 Math 9 Science 6 Social Studies

*Reading/Language Arts assignments will include a variety of reading and writing assessments to accurately reflect the progress of the student in a literacy area. With a minimum of 12 assignments per grading period, at least one test and two daily work/quizzes will be written.

CONDUCT GRADES

The student is also graded on conduct by his or her teacher(s). This grade gives the student and his/her parents an indication of responsible conduct. In grades K-6 the following letter system is used:

E	Excellent	The student has an exemplary attitude, is always cooperative, and always observes school rules and regulations.
S	Satisfactory	The student has a good attitude, is cooperative, and generally observes school rules and regulations.
N	Needs Improvement	Infractions of school and classroom rules exist.

*If a student is exhibiting conduct that needs improvement, the teacher shall:

- Notify parents and suggest a conference;
- Refer the student to the Multi-Tiered Systems of Support (MTSS) committee;
- Request counseling by the Counselor; or
- Notify the Principal.

GUIDELINES WEIGHTING OF

GRADES FOR 5th - 8th GRADE

Category	Weighting	Minimum Number of Assignments per Grading Period
Tests (includes major essays and major projects)	50%	3 Reading/Language Arts* 3 Math 3 Science 3 Social Studies
Daily Work/Quizzes	50%	12 Reading/Language Arts* 12 Math 12 Science 12 Social Studies
*Reading/Language Arts assignments will include a variety of reading and writing assessments to accurately reflect the progress of the student in a literacy area. With a minimum of 12 assignments per grading period, at least one test and two daily work/quizzes will be writing.		

UIL GRADE REQUIREMENTS FOR EXTRACURRICULAR ACTIVITIES

A student with an "Incomplete" grade is ineligible at the end of the seven-day grace period unless the "Incomplete" was replaced with a passing grade prior to the end of the seven-day grace period.

Students with an "Incomplete" grade either within or beyond the end of the seven-day grace period may regain eligibility if the work is made up in accordance with district policy in regard to time allowed for make-up work and the conditions under which make-up work is allowed.

HIGH SCHOOL CREDIT COURSES FOR MIDDLE SCHOOL

Students who participate in High School credit courses at the middle school level will receive the same grade weight as the high school course. Tests (includes major essays and major projects) represent 50% of the nine-week grade.

- Daily Work represents 50% of the nine-week grade.
- Quizzes can be considered tests or daily work at the discretion of the teacher.
- The semester grade will be the two nine-week grades averaged together.

Successful completion of these courses will result in one year of high school credit. The grade earned for this course will be posted on the high school transcript and will NOT be included in the calculation of the student's high school grade point average per Board Policy EIC(Local).

HIGH SCHOOL GRADING GUIDELINES

Category	Weighting	Minimum Number of Assignments per Grading Period
Tests (includes major essays and major projects)	50%	3
Daily Work	50%	12
Departments may be permitted to determine the percentage weights of their quizzes/daily work category. These percentages will be entered into Ascender.		

AP and dual credit courses must be pre approved for credit and class rank eligibility by the LOHS counselor/Academic Advisor. Any course taken without pre approval will not be accepted. Students who qualify for dual credit will be eligible to earn up to 30 hours of dual credit to apply towards class rank. Dual credit courses taken during the summer or outside of the school day will not count as high school credits, nor will they be included in grade point average calculations and class rank.

AWARDING OF CREDIT IN HIGH SCHOOL CREDIT COURSES

Credits for students in high school credit courses are awarded on a semester-by-semester basis (1/2 credit per semester). However, if a student fails the first semester of a full-year course and passes the second semester, the two semester grades will be averaged to determine whether the student has earned a passing grade for the year; i.e., if a student makes 68 the first semester and 72 the second semester, the student may receive the full credit because the student passed the second semester with a grade of at least a 70 average. The same will be done for averaging the second semester and first semester average.

UIL GRADE REQUIREMENTS FOR EXTRACURRICULAR ACTIVITIES

A student with an "Incomplete" grade is ineligible at the end of the seven-day grace period unless the "Incomplete" was replaced with a passing grade prior to the end of the seven-day grace period. Students with an "Incomplete" grade either within or beyond the end of the seven-day grace period may regain eligibility if the work is made up in accordance with district policy in regard to time allowed for make-up work and the conditions under which make-up work is allowed.



Lone Oak

Independent School District

Lone Oak ISD Employee Handbook 2026-2027

If you have difficulty accessing the information in this document because of a disability, please email bluhn@loisd.net.

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Insert form example here

EXAMPLE

Introduction

The purpose of this handbook is to provide information that will help with questions and pave the way for a successful year. Not all district policies and procedures are included. Those that are, have been summarized. Suggestions for additions and improvements to this handbook are welcome and may be sent to your supervisor.

This handbook is neither a contract nor a substitute for the official district policy manual. Nor is it intended to alter the at-will status of noncontract employees in any way. Rather, it is a guide to and a brief explanation of district policies and procedures related to employment. These policies and procedures can change at any time; these changes shall supersede any handbook provisions that are not compatible with the change. For more information, employees may refer to the policy codes that are associated with handbook topics, confer with their supervisor, or call the appropriate district office. District policies can be accessed online at www.loneoakisd.net.

District Information

Description of the District

Lone Oak Independent School District is a rural district in southern Hunt County. The ninety-six square mile district serves over 1,000 students (including transfers). These students primarily reside in Hunt and Rains Counties.

Board of Trustees

Policies BA, BB series, BD series, and BE series

Texas law grants the board of trustees the power to govern and oversee the management of the district's schools. The board is the policy-making body within the district and has overall responsibility for the curriculum, school taxes, annual budget, employment of the superintendent and other professional staff, and facilities. The board has complete and final control over school matters within limits established by state and federal laws and regulations. The board of trustees is elected by the citizens of the district to represent the community's commitment to a strong educational program for the district's children. Board members are elected at-large and serve three-year terms. Board members serve without compensation, must be qualified voters, and must reside in the district.

Current board members include:

- Jeremy McClanahan, President
- Clint Patterson, Vice President
- Lee Hogue, Secretary
- Orville Gentry, Trustee
- Nikki Haynes, Trustee
- Drew McMurtree, Trustee
- Donald Isenburg, Trustee

The board usually meets every third Monday at 6:00 p.m. unless posted otherwise. Special meetings may be called when necessary. A written notice of regular and special meetings will be posted on the district website and on the front window of the Administration Building at 8162 Hwy 69 South at least 3 days before the scheduled meeting time. The written notice will show the date, time, place, and subjects of each meeting. In emergencies, a meeting may be held with a two-hour notice.

All meetings are open to the public. In certain circumstances, Texas law permits the board to go into a closed session from which the public and others are excluded. Closed sessions may occur for such things as discussing prospective gifts or donations, real-property acquisition, certain personnel matters including employee complaints, security matters, student discipline, or consulting with attorneys regarding pending litigation.

Board Meeting Schedule

- August 17, 2026
- September 21, 2026
- October 19, 2026
- November 16, 2026
- December 14, 2026
- January 18, 2027
- February 15, 2027
- March 22, 2027
- April 19, 2027
- May 17, 2027
- June 21, 2027
- July 18, 2027

Administration

Central Administration

Superintendent: Nate Compton
Deputy Superintendent: Shannon Orsborn
Director of Federal & Special Programs: Joe Riddle
Director of Human Resources: Beth Luhn
Communications Liaison: Katy Turner
Accounts Payable: Cindy Smith
Coordinator of Safety & Transportation: Robert Whitehead
Coordinator of Instruction & Testing: Kathy Cowan

Principals

Elementary School: Jill Whitehead
Middle School: Tammy Ragsdale
High School: Shannon Wilhite

Athletic Director: Logan Turner

Technology

Director: Cassie Pinkston
Network Technician: Isaiah Whitehead

Director of Maintenance & Operations: Wayne Shepherd

Director of Food Service: Kelly Alvis

Chief of Police: Joe Sterner

Employment

Equal Employment Opportunity ***Policies DAA, DIA***

In its efforts to promote nondiscrimination and as required by law, Lone Oak ISD does not discriminate against any employee or applicant for employment because of race, color, religion, sex (including pregnancy, sexual orientation, or gender identity), national origin, age, disability, military status, genetic information, or on any other basis prohibited by law. Additionally, the district does not discriminate against an employee or applicant who acts to oppose such discrimination or participates in the investigation of a complaint related to a discriminatory employment practice. Employment decisions will be made on the basis of each applicant's job qualifications, experience, and abilities.

In accordance with Title IX, the district does not discriminate on the basis of sex and is prohibited from discriminating on the basis of sex in its educational programs or activities. The prohibition against discrimination extends to employment. Inquiries about the application of Title IX may be referred to the district's Title IX coordinator, to the Assistant Secretary for Civil Rights of the Department of Education, or both.

The district designates and authorizes the following employee as the Title IX coordinator for employees to address concerns or inquiries regarding discrimination based on sex, including sexual harassment: Joe Riddle, Director of Federal & Special Programs, 8162 Highway 69 South, email jriddle@loisd.net, phone number is 903-634-5269. Reports can be made at any time and by any person, including during non-business hours, by mail, email, or phone. During district business hours, reports may also be made in person.

The district designates and authorizes the following employee as the ADA/Section 504 coordinator for employees for concerns regarding discrimination on the basis of a disability:

Joe Riddle, Director of Federal & Special Programs, 8162 Highway 69 South, email jriddle@loisd.net, phone number is 903-634-5269. Reports can be made at any time and by any person, including during non-business hours, by mail, email, or phone. During district business hours, reports may also be made in person.

Questions or concerns relating to discrimination for any other reason should be directed to the Superintendent.

Job Vacancy Announcements ***Policy DC***

Announcements of job vacancies by position and location are posted on a regular basis to the district's website.

Employment after Retirement

Policy DC

Individuals receiving retirement benefits from the Teacher Retirement System (TRS) may be employed under certain circumstances on a full- or part-time basis without affecting their benefits, according to TRS rules and state law. Detailed information about employment after retirement is available in the TRS publication *Employment after Retirement*. Employees can contact TRS for additional information by calling 800-223-8778 or 512-542-6400. Information is also available on the TRS Website (www.trs.texas.gov).

Contract and Noncontract Employment

Policy DC series

State law requires the district to employ all full-time professional employees in positions requiring a certificate from the State Board for Educator Certification (SBEC) and nurses under probationary, term, or continuing contracts. Employees in all other positions are employed at-will or by a contract that is not subject to the procedures for nonrenewal or termination under Chapter 21 of the Texas Education Code. The paragraphs that follow provide a general description of the employment arrangements used by the district.

Probationary Contracts. Nurses and full-time professional employees new to the district and employed in positions requiring SBEC certification must receive a probationary contract during their first year of employment. Former employees who are hired after a two-year lapse in district employment or employees who move to a position requiring a new class of certification may also be employed by probationary contract. Probationary contracts are one-year contracts. The probationary period for those who have been employed as a teacher in public education for at least five of the eight years preceding employment with the district may not exceed one school year.

For those with less experience, the probationary period will be three school years (i.e., three one-year contracts) with an optional fourth school year if the board determines it is doubtful whether a term or continuing contract should be given.

Term Contracts. Full-time professionals employed in positions requiring certification and nurses will be employed by term contracts after they have successfully completed the probationary period. The terms and conditions of employment are detailed in the contract and employment policies. All employees will receive a copy of their contract. Employment policies can be accessed Online or copies will be provided upon request.

Noncertified Professional and Administrative Employees. Employees in professional and administrative positions that do not require SBEC certification (such as noninstructional administrators) are not employed by contract. Employment is not for any specified term and may be terminated at any time by either the employee or the district.

Paraprofessional and Auxiliary Employees. All paraprofessional and auxiliary employees, regardless of certification, are employed at will and not by contract. Employment is not for any specified term and may be terminated at any time by either the employee or the district.

Certification and Licenses

Policies DBA, DF

Professional employees whose positions require SBEC certification or a professional license are responsible for taking actions to ensure their credentials do not lapse. Employees must submit documentation that they have passed the required certification exam and/or obtained or renewed their credentials to Beth Luhn in a timely manner. Employees licensed by the Texas Department of Licensing and Regulations (TDLR) must notify Human Resources when there is action against, or revocation of, their license.

A certified employee's contract may be voided without Chapter 21 due process and employment terminated if the individual does not hold a valid certificate or fails to fulfill the requirements necessary to renew or extend a temporary certificate, emergency certificate, probationary certificate, or permit. A contract may also be voided if SBEC suspends or revokes certification because of an individual's failure to comply with criminal history background checks. Contact Beth Luhn if you have any questions regarding certification or licensure requirements.

Recertification of Employment Authorization

Policy DC

At the time of hire all employees must complete the Employment Eligibility Verification Form (Form I-9) and present documents to verify identity and employment authorization.

Employees whose immigration status, employment authorization, or employment authorization documents have expired must present new documents that show current employment authorization. Employees should file the necessary application or petition sufficiently in advance to ensure that they maintain continuous employment authorization or valid employment authorization documents. Contact Beth Luhn if you have any questions regarding reverification of employment authorization. Failure to verify employment authorization may result in termination.

Searches and Alcohol and Drug Testing

Policy CQ, DHE

Noninvestigatory searches in the workplace including accessing an employee's desk, file cabinets, or work area to obtain information needed for usual business purposes may occur when an employee is unavailable. Therefore, employees are hereby notified that they have no

legitimate expectation of privacy in those places. In addition, the district reserves the right to conduct searches when there is reasonable cause to believe a search will uncover evidence of work-related misconduct. Such an investigatory search may include drug and alcohol testing if the suspected violation relates to drug or alcohol use. The district may search the employee, the employee's personal items, and work areas including district-owned technology resources, lockers, and private vehicles parked on district premises or work sites or used in district business. Disciplinary action, up to and including termination, may result if an employee refuses to submit to testing or is found to violate district policy.

Employees Required to Have a Commercial Driver's License. Any employee whose duties require a commercial driver's license (CDL) is subject to alcohol and drug testing. This includes all drivers who operate a motor vehicle designed to transport 16 or more people counting the driver, drivers of large vehicles, or drivers of vehicles used in the transportation of hazardous materials. Teachers, coaches, or other employees who primarily perform duties other than driving are subject to testing requirements if their duties include driving a commercial motor vehicle.

Drug testing will be conducted before an individual assumes driving responsibilities. Alcohol and drug tests will be conducted when reasonable suspicion exists, at random, when an employee returns to duty after engaging in prohibited conduct, and as a follow-up measure. Testing may be conducted following accidents. Return-to-duty and follow-up testing will be conducted if an employee who has violated the prohibited alcohol conduct standards or tested positive for alcohol or drugs is allowed to return to duty.

All employees required to have a CDL or who otherwise are subject to alcohol and drug testing will receive a copy of the district's policy, the testing requirements, and detailed information on alcohol and drug abuse and the availability of assistance programs.

Employees with questions or concerns relating to alcohol and drug testing policies and related educational material should contact Robert Whitehead, Coordinator of Safety and Security & Transportation.

Health Safety Training

Policies DBA, DMA

District employees who are head directors of a marching band or head coaches or chief sponsors of an extracurricular athletic activity (including cheerleading) that is sponsored or sanctioned by the district or UIL must maintain and submit to the district proof of current certification in first aid and cardiopulmonary resuscitation (CPR) issued by the American Red Cross, the American Heart Association, or another authorized organization that provides equivalent training and certification. Employees subject to this requirement must submit their certification or documentation to Annie Northcutt by September 1, 2026.

Nurses, athletic coaches or sponsors, PE teachers, marching band directors, cheerleading coaches, and other certain employees must obtain and maintain certification in the principles and techniques of cardiopulmonary resuscitation (CPR) and the use of an automated external defibrillator (AED) provided by the American Red Cross, the American Heart Association, or another authorized organization that provides equivalent training and certification. Employees subject to this requirement must submit their certification or documentation to Annie Northcutt by September 1, 2026.

School nurses and employees with regular contact with students must complete a Texas Education Agency approved, online training regarding seizure disorder awareness, recognition, and related first aid.

Reassignments and Transfers

Policy DK

All personnel are subject to assignment and reassignment by the superintendent or designee when the superintendent or designee determines that the assignment or reassignment is in the best interest of the district. Reassignment is a transfer to another position, department, or facility that does not necessitate a change in the employment contract. Campus reassignments must be approved by the principal at the receiving campus except when reassignments are due to enrollment shifts or program changes. Extracurricular or supplemental duty assignments may be reassigned at any time unless an extracurricular or supplemental duty assignment is part of a dual-assignment contract. Employees who object to a reassignment may follow the district process for employee complaints as outlined in this handbook and district policy DGBA(Local).

An employee with the required qualifications for a position may request a transfer to another campus or department. A written request for transfer must be completed and signed by the employee and the employee's supervisor. A teacher requesting a transfer to another campus before the school year begins must submit his or her request by June 30th. Requests for transfer during the school year will be considered only when the change will not adversely affect students and after a replacement has been found. All transfer requests will be coordinated by the Superintendent's office and must be approved by the receiving supervisor.

Workload and Work Schedules

Policies DEAB, DK, DL

Professional Employees. Professional employees and academic administrators are exempt from overtime pay and are employed on a 10-, 11-, or 12-month basis, according to the work schedules set by the district. A school calendar is adopted each year designating the work schedule for teachers and all school holidays. Notice of work schedules including start and end dates and scheduled holidays will be distributed each school year.

Classroom teachers will have planning periods for instructional preparation including conferences. The schedule of planning periods is set at the campus level but must provide at least 450 minutes within each two-week period in blocks not less than 45 minutes within the instructional day. Teachers and librarians are entitled to a duty-free lunch period of at least 30 minutes. The district may require teachers to supervise students during lunch one day a week when no other personnel are available.

Paraprofessional and Auxiliary Employees. Support employees are employed at will and receive notification of the required duty days, holidays, and hours of work for their position on an annual basis. Paraprofessional and auxiliary employees must be compensated for overtime and are not authorized to work in excess of their assigned schedule without prior approval from their supervisor. See Overtime Compensation on page 19 for additional information.

ADA Accommodations

Policies DAA, DBB, DIA

The district will provide reasonable accommodations to employees with a disability if the accommodation would allow the individual to perform the essential functions of their job, unless doing so would create an undue hardship. An employee or their supervisor may initiate a request for accommodation by contacting Beth Luhn and identifying an adjustment or change at work that is needed because of a disability. An employee may also submit a written request to HR using the ADA Accommodation Request Form, which is available on LOISD's webpage under Staff Resources.

Upon receiving the reasonable accommodation request, HR or the ADA coordinator will meet with the employee and conduct an informal, interactive discussion to identify an accommodation that will allow the employee to perform the essential functions of the job effectively. The district may request medical information concerning the employee's disability and to assist in determining what accommodation(s) may be available and appropriate. The employee will be responsible for obtaining the information from their health care provider. Medical information received will be confidential and kept separate from the employee's personnel file.

After meeting with the employee and reviewing medical documentation, HR or the ADA coordinator will determine whether the employee is a qualified individual with a disability and develop a reasonable accommodation plan for the employee. Accommodation will be determined on a case-by-case basis. HR or the ADA coordinator will work closely with the employee and supervisor to ensure that reasonable accommodation is provided and effective.

Breaks for Expression of Breast Milk

Policies DEAB, DG

Lone Oak ISD is designated as a Texas Mother-Friendly Worksite. The district supports the practice of expressing breast milk and makes reasonable accommodations for the needs of employees who express breast milk.

The district supports the practice of expressing breast milk and makes reasonable accommodations for the needs of employees who express breast milk. A place, other than a multiple user bathroom, that is shielded from view and free from intrusion from other employees and the public where the employee can express breast milk will be provided.

A reasonable amount of break time will be provided when the employee has a need to express milk. For nonexempt employees, these breaks are unpaid and are not counted as hours worked. Employees should meet with their supervisor to discuss their needs and arrange break times.

The Providing Urgent Maternal Protections of Nursing Mothers Act (PUMP Act) requires an employee to notify the district if they believe the district is out of compliance in providing breaks for a nursing mother. The employee must give the district 10 days to come into compliance before making any claim of liability against the district. An employee with concerns should contact Beth Luhn.

Pregnant Workers Fairness Act

The Pregnant Workers Fairness Act (PWFA) provides consideration of accommodations to employees who have known limitations related to pregnancy, childbirth, or related medical conditions. An employee seeking a PWFA accommodation should contact Beth Luhn to begin the interactive process.

Notification to Parents Regarding Qualifications

Policies DK, DBA

In schools receiving Title I funds, the district is required by the Every Student Succeeds Act (ESSA) to notify parents at the beginning of each school year that they may request information regarding the professional qualifications of their child's teacher. ESSA also requires that parents be notified if their child has been assigned or taught for four or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements.

Texas law requires that parents be notified if their child is assigned for more than 30 consecutive instructional days to a teacher who does not hold an appropriate teaching certificate. This notice is not required if parental notice under ESSA is sent. Inappropriately certified or uncertified teachers include individuals on an emergency permit (including individuals waiting to take a certification exam) and individuals who do not hold any certificate

or permit. Information relating to teacher certification will be made available to the public upon request. Employees who have questions about their certification status can call Beth Luhn.

Outside Employment and Tutoring

Policy DBD

All employees are required to disclose in writing to their immediate supervisor any outside employment that may create a potential conflict of interest with their assigned duties and responsibilities or the best interest of the district. Supervisors will consider outside employment on a case-by-case basis and determine whether it should be prohibited because of a conflict of interest.

Administrators. An employee (other than employees primarily responsible for in-class instruction) who has significant administrative duties relating to the operation of a school district, including the operation for a campus, program, or other subdivision of the district may not receive financial benefits for performing personal services for any business entity that conducts or solicits business with the district. With exceptions as noted below, administrators are also prohibited from receiving financial benefits for performing personal services for any education business that provides services regarding the curriculum or administration of any school district or financial benefits for performing personal services for other school districts, open enrollment charter schools, and education service centers.

Exceptions apply to an administrator who is not a superintendent, assistant superintendent, or member of a board of managers if the board approves as required by statute. To be approved, services must be performed on the administrator's personal time. Contact Shannon Orsborn, Deputy Superintendent for more information.

Performance Evaluation

Policy DN series

Evaluation of an employee's job performance is a continuous process that focuses on improvement. Performance evaluation is based on an employee's assigned job duties and other job-related criteria. All employees will participate in the evaluation process with their assigned supervisor at least annually. Written evaluations will be completed on forms approved by the district. Reports, correspondence, and memoranda also can be used to document performance information. All employees will receive a copy of their written evaluation, participate in a performance conference with their supervisor, and have the opportunity to respond to the evaluation.

Upon receiving a report, a nursing review committee may review a nurse's nursing services, qualifications, and quality of patient care, as well as the merits of a complaint concerning a nurse, and a determination or recommendation regarding a complaint. A nurse may request,

orally or in writing, a determination by the committee regarding conduct requested of the nurse believed to violate the nurse's duty to a patient.

Employee Involvement

Policies BQA, BQB

At both the campus and district levels, Lone Oak ISD offers opportunities for input in matters that affect employees and influence the instructional effectiveness of the district. As part of the district's planning and decision-making process, employees are elected to serve on district- or campus-level advisory committees. Plans and detailed information about the shared decision-making process are available in each campus office or from the Superintendent's office.

Staff Development

Policy DMA

Staff development activities are organized to meet the needs of employees and the district. Staff development for instructional personnel is predominantly campus-based, related to achieving campus performance objectives, addressed in the campus improvement plan, and approved by a campus-level advisory committee. Staff development for noninstructional personnel is designed to meet specific licensing requirements (e.g., bus drivers) and continued employee skill development.

Individuals holding renewable SBEC certificates are responsible for obtaining the required training hours and maintaining appropriate documentation.

Mental Health Training

Policy DMA

All district employees who regularly interact with students are required to complete an evidenced-based mental health training program that is designed to provide instruction regarding the recognition and support of children and youth who experience mental health or substance use issues that may pose a threat to school safety. Employees must provide a certificate of completion to the district that includes the name of the training course, along with supporting documentation confirming that the training meets the requirements of the commissioner rules for mental health training.

Campus staff required to complete the training includes, but is not limited to, teachers, coaches, librarians, instructional coaches, administrators, administrative support personnel, school resource officers, paraprofessionals, substitutes, custodians, cafeteria staff, bus drivers, crossing guards, and district special program liaisons, and supervisors of personnel who regularly interact with students.

Compensation and Benefits

Salaries, Wages, and Stipends

Policies DEA, DEAA, DEAB

Employees are paid in accordance with administrative guidelines and an established pay structure. The district's pay plans are reviewed by the administration each year and adjusted as needed. All district positions are classified as exempt or nonexempt according to federal law. Professional employees and academic administrators are generally classified as exempt and are paid monthly salaries. They are not entitled to overtime compensation. Other employees are generally classified as nonexempt and are paid an hourly wage or salary and receive compensatory time or overtime pay for each hour worked beyond 40 in a workweek. (See Overtime Compensation, page 19.)

All employees will receive written notice of their pay and work schedules before the start of each school year. Classroom teachers, full-time librarians, full-time nurses, and full-time counselors will be paid no less than the minimum state salary schedule. Contract employees who perform extracurricular or supplemental duties may be paid a stipend in addition to their salary according to the district's extra-duty pay schedule.

Employees should contact Beth Luhn for more information about the district's pay schedules or their own pay.

Paychecks

All professional, salaried, and hourly employees are paid monthly. Paychecks will not be released to any person other than the district employee named on the check without the employee's written authorization. Employees are responsible for regularly reviewing the accuracy of their pay statement and should contact Beth Luhn if they have any questions.

The schedule of pay dates for the 2026-2027 school year follows:

August 22, 2026
September 25, 2026
October 24, 2026
November 21, 2026
December 19, 2026
January 23, 2027
February 25, 2027
March 25, 2027
April 24, 2027
May 22, 2027

June 25, 2027

July 24, 2027

Automatic Payroll Deposit

Employees can have their paychecks electronically deposited into a designated account. A notification period of 5 days is necessary to activate this service. Contact Beth Luhn for more information about the automatic payroll deposit service.

Payroll Deductions

Policy CFEA

The district is required to make the following automatic payroll deductions:

- Teacher Retirement System of Texas (TRS) or Social Security employee contributions
- Federal income tax required for all full-time employees
- Medicare tax (applicable only to employees hired after March 31, 1986)
- Child support and spousal maintenance, if applicable
- Delinquent federal education loan payments, if applicable

Other payroll deductions employees may elect include deductions for the employee's share of premiums for health, dental, life, and vision insurance; annuities; and higher education savings plans or prepaid tuition programs. Employees also may request payroll deduction for payment of membership dues to professional organizations and certain charitable contributions approved by the board. Salary deductions are automatically made for unauthorized or unpaid leave.

Overpayments. Employees are not entitled to any funds the district overpays. An overpayment occurs if an employee is paid more than the amount the employee should have been paid under the assigned pay grade and applicable supplemental pay.

If an overpayment is reported in the current fiscal year, a payment plan will be developed to recoup the payment. Generally, an overpayment will be paid in one pay cycle. However, if this creates an undue hardship for the employee, the district has the discretion to develop a plan for regular payroll deductions in the same fiscal year.

An agreement between an employee and the district must be in place in order to deduct any overpayment.

Overtime Compensation

Policies DEAB, DEC

The district compensates overtime for nonexempt employees in accordance with federal wage and hour laws. Only nonexempt employees (hourly employees and paraprofessional employees)

are entitled to overtime compensation. Nonexempt employees are not authorized to work beyond their normal work schedule without advance approval from their supervisor. A nonexempt employee who works overtime without prior approval will be subject to disciplinary action up to and including termination.

Overtime is legally defined as all hours worked in excess of 40 hours in a workweek and is not measured by the day or by the employee's regular work schedule. For the purpose of calculating overtime, a workweek begins at 12:01 Sunday and ends at 12 midnight Saturday.

Nonexempt employees that are paid on a salary basis are paid for a 40-hour workweek and do not earn additional pay unless they work more than 40 hours.

Employees may be compensated for overtime (i.e., hours beyond 40 in a workweek) at time-and-a-half rate with compensatory time off (comp time) or direct pay. The following applies to all nonexempt employees:

- Employees can accumulate up to 60 hours of comp time.
- Comp time must be used in the duty year that it is earned.
- Use of comp time may be at the employee's request with supervisor approval, as workload permits, or at the supervisor's direction.
- An employee is required to use comp time before using available paid leave (e.g., sick, personal, vacation).
- Weekly time records will be maintained on all nonexempt employees for the purpose of wage and salary administration.

Travel Expense Reimbursement

Policy DEE

Before any travel expenses are incurred by an employee, the employee's supervisor and campus principal must give approval. For approved travel, employees will be reimbursed for mileage and other travel expenditures according to the current rate schedule established by the district. Employees must submit receipts, to the extent possible, to be reimbursed for allowable expenses other than mileage.

Health, Dental, and Life Insurance

Policy CRD

Group health insurance coverage is provided through TRS-ActiveCare, the statewide public school employee health insurance program. The district's contribution to employee insurance premiums is determined annually by the board of trustees. Employees eligible for health insurance coverage include the following:

- Employees who are active, contributing TRS members
- Employees who are not contributing TRS members and who are employed for 10 or more regularly scheduled hours per week

The insurance plan year is from September 1 through August 31. Current employees can make changes in their insurance coverage during open enrollment each year or when they experience a qualifying event (e.g., marriage, divorce, birth). Detailed descriptions of insurance coverage, employee cost, and eligibility requirements are provided to all employees in a separate booklet. Employees should contact Beth Luhn or Gentry Financial at 903-939-8133 for more information.

Supplemental Insurance Benefits

Policy CRD

At their own expense, employees may enroll in supplemental insurance programs of various types. Premiums for these programs can be paid by payroll deduction. Employees should contact Beth Luhn or Gentry Financial at 903-939-8133 for more information.

Cafeteria Plan Benefits (Section 125)

Employees may be eligible to participate in the Cafeteria Plan (Section 125) and, under IRS regulations, must either accept or reject this benefit. This plan enables eligible employees to pay certain insurance premiums on a pretax basis (i.e., disability, accidental death and dismemberment, cancer and dread disease, dental, and additional term life insurance). A third-party administrator handles employee claims made on these accounts.

New employees must accept or reject this benefit during their first month of employment. All employees must accept or reject this benefit on an annual basis and during the specified time period.

Workers' Compensation Insurance

Policy CRE

The district, in accordance with state law, provides workers' compensation benefits to employees who suffer a work-related illness or are injured on the job. The district has workers' compensation coverage from TASB.

Benefits help pay for medical treatment and make up for part of the income lost while recovering. Specific benefits are prescribed by law depending on the circumstances of each case.

All work-related accidents or injuries should be reported immediately to his/her supervisor and Beth Luhn. Employees who are unable to work because of a work-related injury will be notified of their rights and responsibilities under the Texas Labor Code. See *Workers' Compensation Benefits*, page 30 for information on use of paid leave for such absences.

Unemployment Compensation Insurance

Policy CRF

Employees who have been laid off or terminated through no fault of their own may be eligible for unemployment compensation benefits. Employees are not eligible to collect unemployment benefits during regularly scheduled breaks in the school year or the summer months if they have employment contracts or reasonable assurance of returning to service. Employees with questions about unemployment benefits should contact Beth Luhn.

Teacher Retirement

All personnel employed on a regular basis for at least four and one-half months are members of the Teacher Retirement System of Texas (TRS). Substitutes not receiving TRS service retirement benefits who work at least 90 days a year are eligible to purchase a year of creditable service in TRS. TRS provides members with an annual statement of their account showing all deposits and the total account balance for the year ending August 31, as well as an estimate of their retirement benefits.

Employees who plan to retire under TRS should notify Beth Luhn as soon as possible. Information on the application procedures for TRS benefits is available from TRS at Teacher Retirement System of Texas, 1000 Red River Street, Austin, TX 78701-2698, or call 800-223-8778 or 512-542-6400. TRS information is also available on the web (www.trs.texas.gov).

Leaves and Absences

Policies DEC, DECA, DECB

The district offers employees paid and unpaid leaves of absence in times of personal need. This handbook describes the basic types of leave available and restrictions on leaves of absence. Employees who expect to be absent for an extended period of more than five days should call Beth Luhn x5286 for information about applicable leave benefits, payment of insurance premiums, and requirements for communicating with the district.

Paid leave must be used in one-half or whole increments. Earned comp time must be used before any available paid state and local leave. Unless an employee requests a different order, available paid state and local leave will be used in the following order:

- Local Days
- State Days

Employees must follow district and department or campus procedures to report or request any leave of absence and complete the appropriate form or certification. Any unapproved absences or absences beyond accumulated or available paid leave shall result in deduction from the employee's pay.

If an hourly employee does not report or request leave of absence(s) according to district procedures, the incident is considered a “no-call/no-show”. An employee who is absent for five consecutive days without notice is considered to have abandoned their job and may face disciplinary consequences up to and including termination.

Immediate Family. For purposes of leave other than family and medical leave, immediate family is defined as the following:

- Spouse
- Son or daughter, including a biological, adopted, or foster child, a son- or daughter-in-law, a stepchild, a legal ward, or a child for whom the employee stands in loco parentis.
- Parent, stepparent, parent-in-law, or other individual who stands in loco parentis to the employee.
- Sibling, stepsibling, and sibling-in-law
- Grandparent and grandchild
- Any person residing in the employee’s household at the time of illness or death

For purposes of family and medical leave, the definition of family is limited to spouse, parent, son or daughter, and next of kin. The definition of these are found in Policy DECA(LEGAL).

Medical Certification. Any employee, who is absent more than three days because of a personal or family illness, must submit a medical certification from a qualified health care provider confirming the specific dates of the illness, the reason for the illness, and—in the case of personal illness—the employee’s fitness to return to work.

The district may require medical certification due to an employee’s questionable pattern of absences or when deemed necessary by the supervisor or superintendent. The district may also request medical certification when an employee requests leave under the Family and Medical Leave Act (FMLA) for the employee’s serious health condition, a serious health condition of the employee’s spouse, parent, or child, or for military caregiver leave.

The Genetic Information Nondiscrimination Act of 2008 (GINA) prohibits covered employers from requesting or requiring genetic information of an individual or family member of the individual, except as specifically allowed by this law. To comply with this law, we ask that employees and health care providers do not provide any genetic information in any medical certification. ‘Genetic information,’ as defined by GINA, includes an individual’s family medical history, the results of an individual’s or family member’s genetic tests, the fact that an individual or an individual’s family member sought or received genetic services, and genetic information of a fetus carried by an individual or an individual’s family member, or an embryo lawfully held by an individual or family member receiving assistive reproductive services.

Continuation of Health Insurance. Employees, on an approved leave of absence other than family and medical leave, may continue their insurance benefits at their own expense. Health insurance benefits for employees on paid leave and leave designated under the FMLA will be

paid by the district as they were prior to the leave. Otherwise, the district does not pay any portion of insurance premiums for employees who are on unpaid leave.

Under TRS-Active Care rules, an employee is no longer eligible for insurance through the district after six months of unpaid leave other than FML. If an employee's unpaid leave extends for more than six months, the district will provide the employee with notice of COBRA rights.

Personal Leave

State law entitles all employees to five days of paid personal leave per year. Personal leave is available for use at the beginning of the year. A day of personal leave is equivalent to the number of hours per day in an employee's usual assignment, whether full-time or part-time. State personal leave accumulates without limit, is transferable to other Texas school districts, and generally transfers to education service centers. Personal leave may be used for two general purposes: nondiscretionary and discretionary.

Nondiscretionary. Leave taken for personal or family illness, family emergency, a death in the family, or active military service is considered nondiscretionary leave. Reasons for this type of leave allow very little, if any, advance planning. Nondiscretionary may be used in the same manner as state sick leave.

Discretionary. Leave taken at an employee's discretion that can be scheduled in advance is considered discretionary leave. An employee wishing to take discretionary personal leave must submit a request to his or her principal or supervisor 3 days in advance of the anticipated absence. The effect of the employee's absence on the educational program or department operations, as well as the availability of substitutes, will be considered by the principal or supervisor.

Leave Proration. If an employee separates from employment with the district before his or her last duty day of the year, or begins employment after the first duty day, state personal leave will be prorated based on the actual time employed. When an employee separates from employment before the last duty day of the school year, the employee's final paycheck will be reduced by the amount of state personal leave the employee used beyond his or her pro rata entitlement for the school year.

State Sick Leave

State sick leave accumulated before 1995 is available for use and may be transferred to other school districts in Texas. State sick leave may be used for the following reasons only:

- Employee illness
- Illness in the employee's immediate family
- Family emergency (i.e., natural disasters or life-threatening situations)
- Death in the immediate family
- Active military service

Local Leave

All full-time employees shall earn three days of local leave per school year. Local sick leave shall be cumulative up to 12 days. Full-time employees may donate (2) of their local sick leave days (if available) per school year to another employee who has exhausted his or her available paid leave days, upon approval by the superintendent.

Vacation *Policy DED*

Sick Leave Bank (or Pool)

An employee who has exhausted all paid leave and who suffers from a catastrophic illness or injury or is absent due to the catastrophic illness or injury of a member of the employee's immediate family may request the establishment of a sick leave pool, to which District employees may donate only state personal leave for use by the eligible employee.

If the employee is unable to submit the request, a member of the employee's family or the employee's supervisor may submit the request to establish a sick leave pool.

An eligible employee shall receive no more than 30 leave days from sick leave pools per school year.

The pool shall cease to exist when the employee no longer needs leave for the purpose requested, uses the maximum number of days allowed under a pool, or exhausts all leave days donated to the sick leave pool.

Family and Medical Leave Act (FMLA)—General Provisions

The following text is from the federal notice, Your Employee Rights Under the Family and Medical Leave Act. Specific information that the district has adopted to implement the FMLA follows this general notice.

What is FMLA leave?

The Family and Medical Leave Act (FMLA) is a federal law that provides eligible employees with **job-protected leave** for qualifying family and medical reasons.

The U.S. Department of Labor's Wage and Hour Division (WHD) enforces the FMLA for most employees. Eligible employees can take **up to 12 workweeks** of FMLA leave in a 12-month period for:

- The birth, adoption or foster placement of a child with you,
- Your serious mental or physical health condition that makes you unable to work,

- To care for your spouse, child or parent with a serious mental or physical health condition, and
- Certain qualifying reasons related to the foreign deployment of your spouse, child or parent who is a military servicemember.

An eligible employee who is the spouse, child, parent or next of kin of a covered servicemember with a serious injury or illness **may take up to 26 workweeks** of FMLA leave in a single 12-month period to care for the servicemember.

You have the right to use FMLA leave in **one block of time**. When it is medically necessary or otherwise permitted, you may take FMLA leave **intermittently in separate blocks of time, or on a reduced schedule** by working less hours each day or week. Read Fact Sheet #28M(c) for more information.

FMLA leave is **not paid leave**, but you may choose, or be required by your employer, to use any employer-provided paid leave if your employer's paid leave policy covers the reason for which you need FMLA leave.

Am I eligible to take FMLA leave?

You are an **eligible employee** if all of the following apply:

- You work for a covered employer,
- You have worked for your employer at least 12 months,
- You have at least 1,250 hours of service for your employer during the 12 months before your leave, and
- Your employer has at least 50 employees within 75 miles of your work location

Airline flight crew employees have different "hours of service" requirements.

You work for a **covered employer** if **one** of the following applies:

- You work for a private employer that had at least 50 employees during at least 20 workweeks in the current or previous calendar year,
- You work for an elementary or public or private secondary school, or
- You work for a public agency, such as a local, state or federal government agency. Most federal employees are covered by Title II of the FMLA, administered by the Office of Personnel Management

How do I request FMLA leave?

Generally, **to request FMLA leave you must:**

- Follow your employer's normal policies for requesting leave,
- Give notice at least 30 days before your need for FMLA leave, or
- If advance notice is not possible, give notice as soon as possible.

You **do not have to share a medical diagnosis** but must provide enough information to your employer so they can determine whether the leave qualifies for FMLA protection. You **must also inform your employer if FMLA leave was previously taken** or approved for the same reason when requesting additional leave.

Your **employer may request certification** from a health care provider to verify medical leave and may request certification of a qualifying exigency.

The FMLA does not affect any federal or state law prohibiting discrimination or supersede any state or local law or collective bargaining agreement that provides greater family or medical leave rights.

State employees may be subject to certain limitations in pursuit of direct lawsuits regarding leave for their own serious health conditions. Most federal and certain congressional employees are also covered by the law but are subject to the jurisdiction of the U.S. Office of Personnel Management or Congress

What does my employer need to do?

If you are eligible for FMLA leave, your employer **must**:

- Allow you to take job-protected time off work for a qualifying reason,
- Continue your group health plan coverage while you are on leave on the same basis as if you had not taken leave, and
- Allow you to return to the same job, or a virtually identical job with the same pay, benefits and other working conditions, including shift and location, at the end of your leave.

Your **employer cannot interfere with your FMLA rights** or threaten or punish you for exercising your rights under the law. For example, your employer cannot retaliate against you for requesting FMLA leave or cooperating with a WHD investigation.

After becoming aware that your need for leave is for a reason that may qualify under the FMLA, your **employer must confirm whether you are eligible** or not eligible for FMLA leave. If your employer determines that you are eligible, **your employer must notify you in writing**:

- About your FMLA rights and responsibilities, and
- How much of your requested leave, if any, will be FMLA-protected leave.

Where can I find more information?

Call **1-866-487-9243** or visit dol.gov/fmla to learn more.

If you believe your rights under the FMLA have been violated, you may file a complaint with WHD or file a private lawsuit against your employer in court. **Scan the QR code to learn about our WHD complaint process.**



Local Procedures for Implementing Family and Medical Leave Provisions

Eligible employees can take up to 12 weeks of unpaid leave in the 12-month period beginning on the first duty day of the school year.

Use of Paid Leave. FML runs concurrently with accrued sick and personal leave, temporary disability leave, compensatory time, assault leave, and absences due to a work-related illness or injury. The district will designate the leave as FML, if applicable, and notify the employee that accumulated leave will run concurrently. Teachers have the option of not using paid leave during an FML absence for pregnancy or birth or adoption of a child.

Combined Leave for Spouses. Spouses who are employed by the district are limited to a combined total of 12 weeks of FML to care for a parent with a serious health condition; or for the birth, adoption, or foster placement of a child. Military caregiver leave for spouses is limited to a combined total of 26 weeks.

Intermittent Leave. When medically necessary or in the case of a qualifying exigency, an employee may take leave intermittently or on a reduced schedule. The district does not permit the use of intermittent or reduced-schedule leave for the care of a newborn child or for adoption or placement of a child with the employee.

Fitness for Duty. An employee that takes FML due to the employee's own serious health condition shall provide, before resuming work, a fitness-for-duty certification from the health care provider. When leave is taken for the employee's own serious health condition, the certification must address the employee's ability to perform essential job functions. The district shall provide a list of essential job functions (e.g., job description) to the employee with the FML designation notice to share with the health care provider. Fitness for duty is not required when an employee returns to work following leave to care for a family member with a serious health condition; to care for a child following birth, adoption, or foster care placement; or for qualifying exigency leave.

Reinstatement. An employee returning to work at the end of FML will be returned to the same position held when the leave began or to an equivalent position with equivalent employment benefits, pay, and other terms and conditions of employment.

In certain cases, instructional employees desiring to return to work at or near the conclusion of a semester may be required to continue on family and medical leave until the end of the semester. The additional time off is not counted against the employee's FML entitlement, and the district will maintain the employee's group health insurance and reinstate the employee at the end of the leave according to the procedures outlined in policy (see DECA(LEGAL)).

Failure to Return. If, at the expiration of FML, the employee is able to return to work but chooses not to do so, the district may require the employee to reimburse the district's share of insurance premiums paid during any portion of FML when the employee was on unpaid leave. If the employee fails to return to work for a reason beyond the employee's control, such as a continuing personal or family serious health condition or a spouse being unexpectedly transferred more than 75 miles from the district, the district may not require the employee to reimburse the district's share of premiums paid.

District Contact. Employees that require FML or have questions should contact Beth Luhn for details on eligibility, requirements, and limitations.

Temporary Disability Leave

Certified Employees. Any full-time employee whose position requires certification from the State Board for Educator Certification (SBEC) is eligible for temporary disability leave. The purpose of temporary disability leave is to provide job protection to full-time educators who cannot work for an extended period of time because of a mental or physical disability of a temporary nature. Temporary disability leave must be taken as a continuous block of time. It may not be taken intermittently or on a reduced schedule. Pregnancy and conditions related to pregnancy are treated the same as any other temporary disability.

Employees must request approval for temporary disability leave. An employee's notification of need for extended absence due to the employee's own medical condition shall be accepted as a request for temporary disability leave. The request must be accompanied by a physician's statement confirming the employee's inability to work and estimating a probable date of return. If disability leave is approved, the length of leave is no longer than 180 calendar days.

If an employee is placed on temporary disability leave involuntarily, he or she has the right to request a hearing before the board of trustees. The employee may protest the action and present additional evidence of fitness to work.

When an employee is ready to return to work, the superintendent and his/her supervisor should be notified at least 30 days in advance. The return-to-work notice must be accompanied by a physician's statement confirming that the employee is able to resume regular duties. Certified employees returning from leave will be reinstated to the school to which they were

previously assigned if an appropriate position is available. If an appropriate position is not available, the employee may be assigned to another campus, subject to the approval of the campus principal. If a position is not available before the end of the school year, the employee will be reinstated to a position at the original campus at the beginning of the following school year.

Payment for Accumulated Leave Upon Retirement

The following leave provisions shall apply to state and local leave accumulated beginning on the original effective date of this program.

An employee who retires from the District shall be eligible for payment for accumulated state and local leave under the following conditions:

1. The employee's retirement is voluntary, i.e., the employee is not being discharged or nonrenewed.
2. The employee provides advance written notice of intent to retire. Employees must provide written notice at least 60 days before the last day of employment.
3. The employee has at least five years of service with the District.

The employee shall receive payment for each day of accumulated state and local leave, to a maximum of 50 days, at a rate of \$100, as established by the Board. If the employee is reemployed with the District, days for which the employee received payment shall not be available to that employee.

The rate established by the Board shall be in effect until the Board adopts a new rate. Any changes to the rate shall apply beginning with the school year following the adoption of the rate change.

Workers' Compensation Benefits

An employee absent from duty because of a job-related illness or injury may be eligible for workers' compensation weekly income benefits if the absence exceeds seven calendar days.

An employee receiving workers' compensation wage benefits for a job-related illness or injury may choose to use accumulated sick leave or any other paid leave benefits. An employee choosing to use paid leave will not receive workers' compensation weekly income benefits until all paid leave is exhausted or to the extent that paid leave does not equal the pre-illness or -injury wage. If the use of paid leave is not elected, then the employee will only receive workers' compensation wage benefits for any absence resulting from a work-related illness or injury, which may not equal his or her pre-illness or -injury wage.

Assault Leave

Assault leave provides extended job income and benefits protection to an employee who is injured as the result of a physical assault suffered during the performance of his or her job. An

incident involving an assault is a work-related injury and should be immediately reported to his/her immediate supervisor.

An injury is treated as an assault if the person causing the injury could be prosecuted for assault or could not be prosecuted only because that person's age or mental capacity renders the person nonresponsible for purposes of criminal liability.

An employee who is physically assaulted at work may take all the leave time medically necessary (up to two years) to recover from the physical injuries he or she sustained. At the request of an employee, the district will immediately assign the employee to assault leave. Days of leave granted under the assault leave provision will not be deducted from accrued personal leave and must be coordinated with workers' compensation benefits. Upon investigation the district may change the assault leave status and charge leave used against the employee's accrued paid leave. The employee's pay will be deducted if accrued paid leave is not available.

Bereavement Leave

All employees shall be permitted up to three (3) days of bereavement leave for the death of a member in the employee's immediate family for purposes of making funeral arrangements and attending the funeral. The district may require verification of the need for bereavement leave. Bereavement leave shall be taken with no loss of pay. Immediate family is defined on page 31 of this handbook.

Jury Duty ***Policies DEC, DG***

The district provides paid leave to employees who are summoned to jury duty including service on a grand jury. The district will not discharge, threaten to discharge, intimidate, or coerce any regular employee because of juror or grand juror service or for the employee's attendance or scheduled attendance in connection with the service in any court in the United States. Employees who report to the court for jury duty may keep any compensation the court provides. An employee should report a summons for jury duty to his or her supervisor as soon as it is received and may be required to provide the district a copy of the summons to document the need for leave.

An employee may be required to report back to work as soon as they are released from jury duty. The supervisor may consider the travel time required and the nature of the individual's position when determining the need to report to work. A copy of the release from jury duty or documentation of time spent at the court may be required.

Compliance with a Subpoena

Employees will be paid while on leave to comply with a valid subpoena to appear in a civil, criminal, legislative, or administrative proceeding and will not be required to use personal leave.

Employees may be required to submit documentation of their need for leave for court appearances.

Truancy Court Appearances

An employee who is a parent, guardian of a child, or a court-appointed guardian ad litem of a child who is required to miss work to attend a truancy court hearing may use personal leave or compensatory time for the absence. Employees who do not have paid leave available will be docked for any absence required because of the court appearance.

Religious Observance

The district will reasonably accommodate an employee's request for absence for a religious holiday or observance. Accommodations such as changes to work schedules or approving a day of absence will be made unless they pose an undue hardship to the district. The employee may use any accumulated personal leave for this purpose. Employees who have exhausted applicable paid leave may be granted an unpaid day of absence.

Military Leave

Paid Leave for Military Service. Any employee who is a member of the Texas National Guard, Texas State Guard, reserve component of the United States Armed Forces, or a member of a state or federally authorized Urban Search and Rescue Team is entitled to 15 days of paid leave per fiscal year when engaged in authorized training or duty orders by proper authority. An additional seven days of leave per fiscal year are available if called to state active duty in response to a disaster. In addition, an employee is entitled to use available state and local personal or sick leave during a time of active military service.

Reemployment after Military Leave. Employees who leave the district to enter into the United States uniformed services or who are ordered to active duty as a member of the military force of any state (e.g., National or State Guard) may return to employment if they are honorably discharged. Employees who wish to return to the district will be reemployed provided they can be qualified to perform the required duties. Employees returning to work following military leave should contact Beth Luhn. In most cases, the length of federal military service cannot exceed five years.

Continuation of Health Insurance. Employees who perform service in the uniformed services may elect to continue their health plan coverage at their own cost for a period not to exceed 24 months. Employees should contact Beth Luhn for details on eligibility, requirements, and limitations.

Leave for Police Officers for Illness or Injury

A full-time district employed licensed police officer who regularly serves in a law enforcement capacity in a district police department is entitled to a paid leave of absence (LOA) for an illness

or injury related to the person's line of duty. If necessary, the leave shall continue for at least one year.

If unable to return to work at the end of the paid leave and any extension, a police officer may use accumulated sick, vacation, and other accrued leave before being placed on unpaid temporary leave. At the end of temporary leave, the police officer will be reinstated at the same rank and with the same seniority the person had before going on temporary leave.

Employee Relations and Communications

Employee Recognition and Appreciation

Continuous efforts are made throughout the year to recognize employees who make an extra effort to contribute to the success of the district. Employees are recognized at board meetings, featured online, and through special events and activities.

District Communications

Throughout the school year, the District Communication Liaison, Katy Turner, and individual campus offices publish newsletters, brochures, fliers, calendars, news releases, and other communication materials. These publications offer employees and the community information pertaining to school activities and achievements. They include the following:

- www.loneoakisd.net
- www.facebook.com/LOISDTX

Complaints and Grievances

Policy DGBA

In an effort to hear and resolve employee concerns or complaints in a timely manner and at the lowest administrative level possible, the board has adopted an orderly grievance process. Employees are encouraged to discuss their concerns or complaints with their supervisors or an appropriate administrator at any time.

The formal process provides all employees with an opportunity to be heard up to the highest level of management if they are dissatisfied with an administrative response. Once all administrative procedures are exhausted, employees can bring concerns or complaints to the board of trustees. For ease of reference, the district's policy concerning the process of bringing concerns and complaints is reprinted as follows:

[https://pol.tasb.org/Policy/Download/696?filename=DGBA\(LEGAL\).html&title=PERSONNEL-MANAGEMENT%20RELATIONS&subtitle=EMPLOYEE%20COMPLAINTS/GRIEVANCES](https://pol.tasb.org/Policy/Download/696?filename=DGBA(LEGAL).html&title=PERSONNEL-MANAGEMENT%20RELATIONS&subtitle=EMPLOYEE%20COMPLAINTS/GRIEVANCES)

Employee Conduct and Welfare

Standards of Conduct

Policy DH, DHA

All employees are expected to work together in a cooperative spirit to serve the best interests of the district and to be courteous to students, one another, and the public. Employees are expected to observe the following standards of conduct:

- Recognize and respect the rights of students, parents, other employees, and members of the community.
- Maintain confidentiality in all matters relating to students and coworkers.
- Report to work according to the assigned schedule.
- Notify their immediate supervisor in advance or as early as possible in the event that they must be absent or late. Unauthorized absences, chronic absenteeism, tardiness, and failure to follow procedures for reporting an absence may be cause for disciplinary action up to and including termination.
- Know and comply with department and district policies and procedures.
- Express concerns, complaints, or criticism through appropriate channels.
- Observe all safety rules and regulations and report injuries or unsafe conditions to a supervisor immediately.
- Use district time, funds, and property for authorized district business and activities only.

All district employees should perform their duties in accordance with state and federal law, district policies and procedures, and ethical standards. Violation of policies, regulations, or guidelines, including intentionally making a false claim, offering false statements, or refusing to cooperate with a district investigation may result in disciplinary action, up to and including termination. Alleged incidents of certain misconduct by educators, including having a criminal record, must be reported to SBEC not later than the seventh day after the superintendent knew of the incident. See Reports to the Texas Education Agency, page 57 for additional information.

The Educators' Code of Ethics, adopted by the State Board for Educator Certification, which all district employees must adhere to, is reprinted below:

Texas Educators' Code of Ethics

Purpose and Scope

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student

toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification. (19 TAC 247.1(b))

Enforceable Standards

1. Professional Ethical Conduct, Practices, and Performance

Standard 1.1 The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

Standard 1.2 The educator shall not intentionally, knowingly, or recklessly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

Standard 1.3 The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

Standard 1.4 The educator shall not use institutional or professional privileges for personal or partisan advantage.

Standard 1.5 The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or that are used to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

Standard 1.6 The educator shall not falsify records, or direct or coerce others to do so.

Standard 1.7 The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

Standard 1.8 The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

Standard 1.9 The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

Standard 1.10 The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

Standard 1.11 The educator shall not intentionally, knowingly, or recklessly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

Standard 1.12 The educator shall refrain from the illegal use, abuse, or distribution of controlled substances, prescription drugs and toxic inhalants.

Standard 1.13 The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.

2. Ethical Conduct toward Professional Colleagues

Standard 2.1 The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

Standard 2.2 The educator shall not harm others by knowingly making false statements about a colleague or the school system.

Standard 2.3 The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

Standard 2.4 The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

Standard 2.5 The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

Standard 2.6 The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

Standard 2.7 The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

Standard 2.8 The educator shall not intentionally or knowingly subject a colleague to sexual harassment.

3. Ethical Conduct toward Students

Standard 3.1 The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

Standard 3.2 The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

Standard 3.3 The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

Standard 3.4 The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

Standard 3.5 The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

Standard 3.6 The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

Standard 3.7 The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

Standard 3.8 The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

Standard 3.9 The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

- (i) the nature, purpose, timing, and amount of the communication;
- (ii) the subject matter of the communication;
- (iii) whether the communication was made openly or the educator attempted to conceal the communication;
- (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
- (v) whether the communication was sexually explicit; and

- (vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Dress Code

An employee's dress and grooming shall be clean, neat, in a manner appropriate for his or her assignment, and in accordance with the following standards:

- **Employees may not wear clothing items prohibited by the student handbook.**
- Leggings may be worn under a garment that meets the dress code. **Leggings are not pants.**
- No tank tops or muscle shirts are permitted with the exception of sleeveless blouses or dress shirts.
- Staff are not permitted to wear any clothing, paraphernalia, grooming, jewelry, accessories, or body adornments that are disruptive to the education environment as determined by the Principal or Supervisor.
- Employees should wear clothing that is professional as it pertains to necklines and shirt/skirt lengths.
- Hats and caps will not be worn.
- Good personal hygiene is required at all times.
- Hairstyles and facial hair must be neat in appearance and present a professional style. Haircolor must be a natural color, unless prior approval is given for special occasions.
- House slippers are not permitted.
- Facial piercings are not permitted with the exception of a nose stud. Other visible body piercings and tongue piercings are not permitted.
- Tattoos and body art must not be inappropriate or disruptive to the educational environment as determined by the Principal or Supervisor.
- Jeans may be worn daily with spirit or professional shirts. They must not contain holes.
- Auxiliary employees in maintenance and operations, transportation, and food service will dress in an appropriate manner as determined by state and federal guidelines.
- Shorts may not be worn outside the gym or athletic facilities.

The campus principal and/or supervisor will be solely responsible for initially interpreting and enforcing the dress code, and may approve variations of the dress code for special situations such as field day, spirit day, etc

Discrimination, Harassment, and Retaliation ***Policies DH, DIA***

Employees shall not engage in prohibited harassment, including sexual harassment, of other employees, unpaid interns, student teachers, or students. While acting in the course of their employment, employees shall not engage in prohibited harassment of other persons including

board members, vendors, contractors, volunteers, or parents. A substantiated charge of harassment will result in disciplinary action up to and including termination.

Individuals who believe they have been discriminated or retaliated against or harassed are encouraged to promptly report such incidents to the campus principal, supervisor, or appropriate district official. If the campus principal, supervisor, or district official is the subject of a complaint, the complaint should be made directly to the superintendent. A complaint against the superintendent may be made directly to the board.

Any district employee who believes that he or she has experienced prohibited conduct based on sex, including sexual harassment, or believes that another employee has experienced such prohibited conduct, should immediately report the alleged acts. The employee may report the alleged acts to his or her supervisor, the campus principal, the Title IX coordinator, or the superintendent. The district's Title IX coordinator's name and contact information is listed in the Equal Employment Opportunity section of this handbook.

The district's policy that includes definitions and procedures for reporting and investigating discrimination, harassment, and retaliation is reprinted below:

<https://pol.tasb.org/PolicyOnline/PolicyDetails?key=696&code=DIA#localTabContent>

Harassment of Students

Policies DF, DH, DHB, FFG, FFH, FFI

Sexual and other harassment of students by employees are forms of discrimination and are prohibited by law. Romantic or inappropriate social relationships between students and district employees are prohibited.

Employees who suspect a student may have experienced prohibited harassment are obligated to report their concerns to the campus principal or other appropriate district official. Any district employee who suspects or receives direct or indirect notice that a student or group of students has or may have experienced prohibited conduct based on sex, including sexual harassment, of a student shall immediately notify the district's Title IX coordinator, the ADA/Section 504 coordinator, or superintendent and take any other steps required by district policy.

All allegations of prohibited harassment of a student by an employee or adult will be reported to the student's parents and promptly investigated. An employee who knows of or has reasonable cause to believe that child abuse or neglect occurred must also report his or her knowledge or suspicion to the appropriate authorities, as required by law. See Reporting Suspected Child Abuse, page 39 and Bullying, page 62 for additional information.

Procedures for reporting and investigating harassment of students are listed below:

- DHB Legal "Solicitation of a romantic relationship" means deliberate or repeated acts that can be reasonably interpreted as the solicitation by an educator of a relationship with a student that is romantic in nature.
<http://pol.tasb.org/Policy/Code/696?filter=DHB>
- DF Legal Termination of Employment:
<https://pol.tasb.org/PolicyOnline/PolicyDetails?key=696&code=DF#legalTabContent>
- FFH Local In this policy, the term "prohibited conduct" includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.
<http://pol.tasb.org/Policy/Code/696?filter=FFH>

Reporting Suspected Child Abuse

Policies DG, FFG, GRA

All employees with reasonable cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect, as defined by Texas Family Code §261.001, are required by state law to make a report to a law enforcement agency, the Department of Family and Protective Services (DFPS), or appropriate state agency (e.g., state agency operating, licensing, certifying, or registering the facility) within 24 hours after the employee has reasonable cause to believe that the child has been abused or neglected. Law enforcement agency includes the Texas Department of Public Safety (DPS), a municipal police department, a county sheriff's office, or a county constable's office and does not include the district police.

If the alleged or suspected abuse or neglect involves a person responsible for the care, custody, or welfare of a child (including a teacher), the report of alleged abuse or neglect must be made to DFPS even if a report is made to law enforcement.

Employees are also required to make a report if they have reasonable cause to believe that an adult was a victim of abuse or neglect as a child and they determine in good faith that the disclosure of the information is necessary to protect the health and safety of another child, elderly person, or person with a disability.

Reports to DFPS can be made using the Texas Abuse Hotline (<https://www.txabusehotline.org/Login/Default.aspx> or 800-252-5400). State law specifies that an employee may not delegate to or rely on another person or administrator to make the report.

Under state law, a person reporting or assisting in the investigation of reported child abuse or neglect is immune from liability unless the report is made in bad faith or with malicious intent. In addition, the district is prohibited from taking an adverse employment action against a

certified or licensed professional who, in good faith, reports child abuse or neglect or who participates in an investigation regarding an allegation of child abuse or neglect.

An employee's failure to make the required report may result in prosecution as a Class A misdemeanor. The offense of failure to report by a professional may be a state jail felony if it is shown the individual intended to conceal the abuse or neglect. In addition, a certified employee's failure to report may result in disciplinary procedures by SBEC for a violation of the Texas Educators' Code of Ethics.

Employees who suspect that a student has been or may be abused or neglected should also report their concerns to the campus principal. This includes students with disabilities who are no longer minors. Employees are not required to report their concern to the principal before making a report to the appropriate agency.

Reporting the concern to the principal does not relieve the employee of the requirement to report it to the appropriate state agency. In addition, employees must cooperate with investigators of child abuse and neglect. Interference with a child abuse investigation by denying an interviewer's request to interview a student at school or requiring the presence of a parent or school administrator against the desires of the duly authorized investigator is prohibited.

Sexual Abuse and Maltreatment of Children

Policy FFG

The district has established a plan for addressing sexual abuse and other maltreatment of children, which may be accessed at each campus office. As an employee, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused or maltreated. Abuse in the Texas Family Code is defined to include any sexual conduct harmful to a child's mental, emotional, or physical welfare, including conduct that constitutes the offense of continuous sexual abuse of a young child or disabled individual, indecency with a child, improper relationship between an educator and a student, sexual assault, or encouraging a child to engage in sexual conduct, as well as a failure to make a reasonable effort to prevent sexual conduct with a child. Maltreatment is defined as abuse or neglect. Anyone who has reasonable cause to believe that a child has been or may be abused or neglected has a legal responsibility under state law for reporting the suspected abuse or neglect following the procedures described above in Reporting Suspected Child Abuse.

Reports to Texas Education Agency

Policies DF, DHB, DHC

The conduct of an employee must be reported to TEA **within 48 hours** if there is evidence that the employee was involved in any of the following:

- Any form of sexual or physical abuse of a minor, or any other unlawful conduct with a student or a minor

- Soliciting or engaging in sexual contact or a romantic relationship with a student or minor
- Engaged in inappropriate communication with a student or minor
- Failed to maintain appropriate boundaries with a student or minor

For a certified employee, the conduct below must also be reported not later than the seventh business day after termination or resignation or notice from the principal:

- The possession, transfer, sale, or distribution of a controlled substance
- The illegal transfer, appropriation, or expenditure of district or school property or funds
- An attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit for the purpose of promotion or additional compensation
- Committing a criminal offense or any part of a criminal offense on district property or at a school-sponsored event.

The reporting requirements above are in addition to the superintendent's ongoing duty to notify TEA when a certified employee or an applicant for certification has a reported criminal history or engaged in conduct violating the assessment security procedures established under TEC §39.0301. "Reported criminal history" means any formal criminal justice system charges and dispositions including arrests, detentions, indictments, criminal information, convictions, deferred adjudications, and probations in any state or federal jurisdiction that is obtained by a means other than the Fingerprint-based Applicant Clearinghouse of Texas (FACT).

Reporting Crime

Policy DG

The Texas Whistleblower Act protects district employees who make good faith reports of violations of law by the district to an appropriate law enforcement authority. The district is prohibited from suspending, terminating the employment of, or taking other adverse personnel action against, an employee who makes a report under the Act. State law also provides employees with the right to report a crime witnessed at the school to any peace officer with authority to investigate the crime.

Scope and Sequence

Policy DG

If a teacher determines that students need more or less time in a specific area to demonstrate proficiency in the Texas Essential Knowledge and Skills (TEKS) for that subject and grade level, the district will not penalize the teacher for not following the district's scope and sequence.

The district may take appropriate action if a teacher does not follow the district's scope and sequence based on documented evidence of a deficiency in classroom instruction. This

documentation can be obtained through observation or substantiated and documented third-party information.

Technology Resources

Policy CQ, CQD

The district's technology resources, including its networks, computer systems, email accounts, devices connected to its networks, and all district-owned devices used on or off school property, are primarily for administrative and instructional purposes. Limited personal use is permitted if the use:

- Imposes no tangible cost to the district.
- Does not unduly burden the district's technology resources.
- Has no adverse effect on job performance or on a student's academic performance.
- Artificial intelligence (AI) should only be used as a support tool to improve student outcomes, not to replace the decisions made by teachers or students

Electronic mail transmissions and other use of the technology resources are not confidential and can be monitored at any time to ensure appropriate use.

Employees are required to abide by the provisions of the district's acceptable use agreement and administrative procedures. Failure to do so can result in suspension of access or termination of privileges and may lead to disciplinary and/or legal action. Employees with questions about computer use and data management can contact Cassie Pinkston, Technology Director.

Personal Use of Electronic Communications

Policy CQ, CY, DH

Electronic communications include all forms of social media, such as text messaging, instant messaging, electronic mail (email), web logs (blogs), wikis, electronic forums (chat rooms), video-sharing websites (e.g., YouTube), editorial comments posted on the Internet, and social network sites (e.g., Facebook, X, LinkedIn, Instagram). Electronic communications also include all forms of telecommunication such as landlines, cell phones, and web-based applications.

As role models for the district's students, employees are responsible for their public conduct even when they are not acting as district employees. Employees will be held to the same professional standards in their public use of electronic communications as they are for any other public conduct. If an employee's use of electronic communications interferes with the employee's ability to effectively perform his or her job duties, the employee is subject to disciplinary action, up to and including termination of employment. If an employee wishes to use a social network site or similar media for personal purposes, the employee is responsible for the content on the employee's page, including content added by the employee, the employee's friends, or members of the public who can access the employee's page, and for web links on the

employee's page. The employee is also responsible for maintaining privacy settings appropriate to the content.

An employee who uses electronic communications for personal purposes shall observe the following:

- The employee may not set up or update the employee's personal social network page(s) using the district's computers, network, or equipment.
- The employee shall limit use of personal electronic communication devices to send or receive calls, text messages, pictures, and videos to breaks, mealtimes, and before and after scheduled work hours, unless there is an emergency or the use is authorized by a supervisor to conduct district business.
- The employee shall not use district and campus trademarks, including names, logos, mascots, and symbols or other copyrighted material on social media or in texts without express written consent.
- An employee may not share or post, in any format, information, videos, or pictures obtained while on duty or on district business unless the employee first obtains written approval from the employee's immediate supervisor. Employees should be cognizant that they have access to information and images that, if transmitted to the public, could violate privacy concerns.
- The employee continues to be subject to applicable state and federal laws, local policies, administrative regulations, and the Texas Educators' Code of Ethics, even when communicating regarding personal and private matters, regardless of whether the employee is using private or public equipment, on or off campus. These restrictions include:
 - Confidentiality of student records. [See Policy FL]
 - Confidentiality of health or personnel information concerning colleagues, unless disclosure serves lawful professional purposes or is required by law. [See DH(EXHIBIT)]
 - Confidentiality of district records, including educator evaluations and private email addresses. [See Policy GBA]
 - Copyright law [See Policy CY]
 - Prohibition against harming others by knowingly making false statements about a colleague or the school system. [See DH(EXHIBIT)]

See Electronic Communications between Employees, Students, and Parents, below, for regulations on employee communication with students through electronic media.

Electronic Communications between Employees, Students, and Parents

Policy DH

A certified or licensed employee, or any other employee designated in writing by the superintendent or a campus principal, may use electronic communications with students who

are currently enrolled in the district. The employee must comply with the provisions outlined below. Electronic communications between all other employees and students who are enrolled in the district are prohibited. Employees are not required to provide students with their personal phone number or email address.

An employee is not subject to the provisions regarding electronic communications with a student to the extent the employee has a social or family relationship with a student. For example, an employee may have a relationship with a niece or nephew, a student who is the child of an adult friend, a student who is a friend of the employee's child, or a member or participant in the same civic, social, recreational, or religious organization. An employee who claims an exception based on a social relationship shall provide written consent from the student's parent. The written consent shall include an acknowledgement by the parent that:

- The employee has provided the parent with a copy of this protocol;
- The employee and the student have a social relationship outside of school;
- The parent understands that the employee's communications with the student are excepted from district regulation; and
- The parent is solely responsible for monitoring electronic communications between the employee and the student.

The following definitions apply for the use of electronic media with students:

- Electronic communications means any communication facilitated by the use of any electronic device, including a telephone, cellular telephone, computer, computer network, personal data assistant, or pager. The term includes email, text messages, instant messages, and any communication made through an Internet website, including a social media website or a social networking website.
- Communicate means to convey information and includes a one-way communication as well as a dialogue between two or more people. A public communication by an employee that is not targeted at students (e.g., a posting on the employee's personal social network page or a blog) is not a communication: however, the employee may be subject to district regulations on personal electronic communications. See Personal Use of Electronic Media, above. Unsolicited contact from a student through electronic means is not a communication.
- Certified or licensed employee means a person employed in a position requiring SBEC certification or a professional license, and whose job duties may require the employee to communicate electronically with students. The term includes classroom teachers, counselors, principals, librarians, paraprofessionals, nurses, educational diagnosticians, licensed therapists, and athletic trainers.

An employee who communicates electronically with students shall observe the following:

- The employee is prohibited from knowingly communicating with students using any form of electronic communications, including mobile and web applications, that are not provided or accessible by the district unless a specific exception is noted below.
- Only a teacher, trainer, or other employee who has an extracurricular duty may use text messaging, and then only to communicate with students who participate in the

extracurricular activity over which the employee has responsibility. An employee who communicates with a student using text messaging shall comply with the following protocol:

- The employee shall include at least one of the student's parents or guardians as a recipient on each text message to the student so that the student and parent receive the same message;
- The employee shall limit communications to matters within the scope of the employee's professional responsibilities (e.g., for classroom teachers, matters relating to class work, homework, and tests; for an employee with an extracurricular duty, matters relating to the extracurricular activity).
- The employee is prohibited from knowingly communicating with students through a personal social network page; the employee must create a separate social network page ("professional page") for the purpose of communicating with students. The employee must enable administration and parents to access the employee's professional page.
- The employee shall not communicate directly with any student. An employee may, however, make public posts to a social network site, blog, or similar application at any time.
- The employee does not have a right to privacy with respect to communications with students and parents.
- The employee continues to be subject to applicable state and federal laws, local policies, administrative regulations, and the Texas Educators' Code of Ethics including:
 - Compliance with the Public Information Act and the Family Educational Rights and Privacy Act (FERPA), including retention and confidentiality of student records. [See Policies CPC and FL]
 - Copyright law [Policy CY]
 - Prohibitions against soliciting or engaging in sexual conduct or a romantic relationship with a student. [See Policy DH]
- Upon request from administration, an employee will provide the phone number(s), social network site(s), or other information regarding the method(s) of electronic media the employee uses to communicate with one or more currently-enrolled students.
- Upon written request from a parent or student, the employee shall discontinue communicating with the student through email, text messaging, instant messaging, or any other form of one-to-one communication.
- An employee may request an exception from one or more of the limitations above by submitting a written request to his or her immediate supervisor.
- All staff are required to use school email accounts for all electronic communications with parents. Communication about school issues through personal email accounts or text messages are not allowed as they cannot be preserved in accordance with the district's record retention policy.
- An employee shall notify his or supervisor in writing within one business day if a student engages in improper electronic communication with the employee. The employee should describe the form and content of the electronic communication.

Public Information on Private Devices

Policy DH, GB

Employees should not maintain district information on privately owned devices. Any district information must be forwarded or transferred to the district to be preserved. The district will take reasonable efforts to obtain public information in compliance with the Public Information Act. Reasonable efforts may include:

- Verbal or written directive
- Remote access to district-owned devices and services

Criminal History Background Checks

Policy DBAA

All employees are subject to a review of their criminal history record information at any time during employment. National criminal history checks based on an individual's fingerprints, photo, and other identification will be conducted and entered into the Texas Department of Public Safety (DPS) Clearinghouse. This database provides the district and SBEC with access to an employee's current national criminal history and updates to the employee's subsequent criminal history.

Employee Arrests and Convictions

Policy DH, DHB, DHC

An employee must notify his or her principal or immediate supervisor within three calendar days of any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of any felony, and any of the other offenses listed below:

- Crimes involving school property or funds
- Crimes involving attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit that would entitle any person to hold or obtain a position as an educator
- Crimes that occur wholly or in part on school property or at a school-sponsored activity
- Crimes involving moral turpitude

Moral turpitude includes the following:

- Dishonesty
- Fraud
- Deceit
- Theft
- Misrepresentation
- Deliberate violence
- Base, vile, or depraved acts that are intended to arouse or gratify the sexual desire of the actor

- Crimes involving any felony possession or conspiracy to possess, or any misdemeanor or felony transfer, sale, distribution, or conspiracy to transfer, sell, or distribute any controlled substance
- Felonies involving driving while intoxicated (DWI)
- Acts constituting abuse or neglect under the Texas Family Code.

If an employee is arrested or criminally charged, the superintendent is also required to report the educator's criminal history to the Division of Investigations at TEA.

The superintendent is required to report the misconduct or criminal history of an employee to TEA. Information about misconduct or allegations of misconduct of an employee obtained by a means other than the criminal history clearinghouse will be reported to TEA. Refer to Policies DHB(LEGAL) and DHC(LEGAL) for timelines and conduct that will result in reporting.

Alcohol and Drug-Abuse Prevention

Policy DH

Lone Oak ISD is committed to maintaining an alcohol- and drug-free environment and will not tolerate the use of alcohol and illegal drugs in the workplace and at school-related or school-sanctioned activities on or off school property. Employees who use or are under the influence of alcohol or illegal drugs as defined by the Texas Controlled Substances Act during working hours may be dismissed. The district's policy regarding employee drug use follows:

- <http://pol.tasb.org/Policy/Code/696?filter=DH>
- <http://pol.tasb.org/Policy/Code/696?filter=DI>

Tobacco and Nicotine Products and E-Cigarette Use

Policies DH, FNCD, GKA

State law prohibits smoking, using tobacco, or e-cigarettes on all district-owned property and at school-related or school-sanctioned activities, on or off school property. This includes all buildings, playground areas, parking facilities, and facilities used for athletics and other activities. Drivers of district-owned vehicles are prohibited from smoking, using tobacco products, or e-cigarettes while inside the vehicle. Notices stating that smoking is prohibited by law and punishable by a fine are displayed in prominent places in all school buildings.

"E-cigarette" means an electronic cigarette or any other device that simulates smoking by using a mechanical heating element, battery, or electronic circuit to deliver nicotine or other substances to the individual inhaling from the device or a consumable liquid solution or other material aerosolized or vaporized during the use of an electronic cigarette or other device, regardless of whether the liquid solution or material contains nicotine. The term does not

include a prescription medical device, prescription medication, or other prescribed substance unrelated to the cessation of smoking. The term "e-cigarette" includes:

1. A device regardless of whether it is manufactured, distributed, or sold as an e-cigarette, e-cigar, or e-pipe or under another product name or description; and
2. A component, part, or accessory for the device, regardless of whether the component, part, or accessory is sold separately from the device.

Employees are prohibited from possessing or using any type of nicotine product, including nicotine pouches, regardless of whether the product contains tobacco, while on school property or while attending an off-campus school-related activity. Exceptions may be made for smoking cessation products with supervisor approval.

Fraud and Financial Impropriety

Policy CAA

All employees should act with integrity and diligence in duties involving the district's financial resources. The district prohibits fraud and financial impropriety, as defined below. Fraud and financial impropriety include the following:

- Forgery or unauthorized alteration of any document or account belonging to the district
- Forgery or unauthorized alteration of a check, bank draft, or any other financial document
- Misappropriation of funds, securities, supplies, or other district assets including employee time
- Impropriety in the handling of money or reporting of district financial transactions
- Profiteering as a result of insider knowledge of district information or activities
- Unauthorized disclosure of confidential or proprietary information to outside parties
- Unauthorized disclosure of investment activities engaged in or contemplated by the district
- Accepting or seeking anything of material value from contractors, vendors, or other persons providing services or materials to the district, except as otherwise permitted by law or district policy
- Inappropriately destroying, removing, or using records, furniture, fixtures, or equipment
- Failing to provide financial records required by federal, state, or local entities
- Failure to disclose conflicts of interest as required by law or district policy
- Any other dishonest act regarding the finances of the district
- Failure to comply with requirements imposed by law, the awarding agency, or a pass-through entity for state and federal awards

Conflict of Interest

Policy CB, DBD

Employees are required to disclose in writing to the district any situation that creates a potential conflict of interest with proper discharge of assigned duties and responsibilities or creates a potential conflict of interest with the best interests of the district. This includes the following:

- A personal financial interest
- A business interest
- Any other obligation or relationship
- Non-school employment

Employees should contact their supervisor for additional information.

Gifts and Favors

Policy DBD

Employees may not accept gifts or favors that could influence, or be construed to influence, the employee's discharge of assigned duties. The acceptance of a gift, favor, or service by an administrator or teacher that might reasonably tend to influence the selection of textbooks, electronic textbooks, instructional materials or technological equipment may result in prosecution of a Class B misdemeanor offense. This does not include staff development, teacher training, or instructional materials such as maps or worksheets that convey information to students or contribute to the learning process.

Copyrighted Materials

Policy CY

Employees are expected to comply with the provisions of federal copyright law and policy relating to the use, reproduction, distribution, performance, or display of copyrighted materials (i.e., printed material, videos, computer data and programs, etc.). Electronic media, including motion pictures and other audiovisual works, are to be used in the classroom for instructional purposes only. Duplication or backup of computer programs and data must be made within the provisions of the purchase agreement.

Associations and Political Activities

Policy DGA

The district will not directly or indirectly discourage employees from participating in political affairs or require any employee to join any group, club, committee, organization, or association. Employees may join or refuse to join any professional association or organization.

An individual's employment will not be affected by membership or a decision not to be a member of any employee organization that exists for the purpose of dealing with employers concerning grievances, labor disputes, wages, rates of pay, hours of employment, or conditions of work. Use of district resources including work time for political activities is prohibited.

The district encourages personal participation in the political process, including voting. Employees who need to be absent from work to vote during the early voting period or on election day must communicate with their immediate supervisor prior to the absence.

Charitable Contributions

Policy DG

The Board or any employee may not directly or indirectly require or coerce an employee to make a contribution to a charitable organization or in response to a fundraiser. Employees cannot be required to attend a meeting called for the purpose of soliciting charitable contributions. In addition, the Board or any employee may not directly or indirectly require or coerce an employee to refrain from making a contribution to a charitable organization or in response to a fundraiser or attending a meeting called for the purpose of soliciting charitable contributions.

Safety and Security

Policy CK series

The district has developed and promotes a comprehensive program to ensure the safety and security of its employees, students, and visitors. The safety and security program includes written guidelines and procedures for responding to emergencies and activities to help reduce the frequency of accidents and injuries. See Emergencies on page 54 for additional information.

Employees must follow established protocols and response to emergencies for each campus and department. Refer to written security procedures specific to your location and work area.

To prevent or minimize injuries to employees, coworkers, and students and to protect and conserve district equipment, employees must comply with the following requirements:

- Observe all safety rules.
- Keep work areas clean and orderly at all times.
- Immediately report all accidents to their supervisor.
- Operate only equipment or machines for which they have training and authorization.

While driving on district business, employees are required to abide by all state and local traffic laws. Employees driving on district business are prohibited from texting and using other electronic devices that require both visual and manual attention while the vehicle is in motion. Employees will exercise care and sound judgment on whether to use hands-free technology while the vehicle is in motion.

Employees with questions or concerns relating to safety programs and issues can contact Chief Sterner or Robert Whitehead.

Possession of Firearms and Weapons

Policies DH, FNCG, GKA

Employees, visitors, and students, including those with a license to carry a handgun, are prohibited from bringing firearms, knives, clubs, or other prohibited weapons onto school premises (i.e., building or portion of a building) or any grounds or building where a school-sponsored activity takes place. A person, including an employee, who holds a license to carry a handgun may transport or store a handgun or other firearm or ammunition in a locked vehicle in a parking lot, garage, or other district provided parking area, provided the handgun or firearm or ammunition is properly stored, and not in plain view. To ensure the safety of all persons, employees who observe or suspect a violation of the district's weapons policy should report it to their supervisor or call Chief Sterner or Robert Whitehead immediately.

Visitors in the Workplace

Policy GKC

All visitors are expected to enter any district facility through the main entrance and sign in or report to the building's main office. Authorized visitors will receive directions or be escorted to their destination. Employees who observe an unauthorized individual on the district premises should immediately direct him or her to the building office or contact the administrator in charge.

Asbestos Management Plan

Policy CSC

The district is committed to providing a safe environment for employees. An accredited management planner has developed an asbestos management plan for each school. A copy of the district's management plan is kept in the Superintendent's office and is available for inspection during normal business hours.

Pest Control Treatment

Policies CLB, DI

Employees are prohibited from applying any pesticide or herbicide without appropriate training and prior approval of the integrated pest management (IPM) coordinator. Any application of

pesticide or herbicide must be done in a manner prescribed by law and the district's integrated pest management program.

Notices of planned pest control treatment will be posted in a district building 48 hours before the treatment begins. In addition, individual employees may request in writing to be notified of pesticide applications. An employee who requests individualized notice will be notified by telephone, written, or electric means. Pest control information sheets are available from campus principals or facility managers upon request.

General Procedures

Emergency School Closing ***Policy EB***

The district may close schools because of severe weather, epidemics, or other 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, to release students early, or to cancel school, district officials will post a notice on the district's website and notify the following radio and television stations:

- www.loneoakisd.net
- <https://www.facebook.com/LOISDTX>
- KDFW Fox 4
- WFAA ABC 8
- KXAS NBC 5

Emergencies ***Policies CKC, CKD***

All employees should be familiar with the safety procedures for responding to emergencies, including a medical emergency. Employees should locate evacuation diagrams posted in their work areas and be familiar with shelter in place, lockout, and lockdown procedures. Emergency drills will be conducted to familiarize employees and students with safety and evacuation procedures. Each campus is equipped with an automatic external defibrillator. Fire extinguishers are located throughout all district buildings. Employees should know the location of these devices and procedures for their use.

Purchasing Procedures ***Policy CH***

All requests for purchases must be submitted to the campus administrative assistant on the https://drive.google.com/file/d/1b2b6nxs0iD2JU_58ct7obeAwP4XCEhb3/view?usp=sharing department on an official district purchase order (PO) form with the appropriate approval

signatures. No purchases, charges, or commitments to buy goods or services for the district can be made without a PO number. The district will not reimburse employees or assume responsibility for purchases made without authorization. Employees are not permitted to purchase supplies or equipment for personal use through the district's business office. Contact Shannon Orsborn for additional information on purchasing procedures.

Name and Address Changes

It is important that employment records be kept up to date. Employees must notify the Human Resources office if there are any changes or corrections to their name, home address, contact telephone number, marital status, emergency contact, or beneficiary. Changes can be made online in the Employee Portal.

Personnel Records

Policy DBA, GBA

Most district records, including personnel records, are public information and must be released upon request. In most cases, an employee's personal email address is confidential and may not be released without the employee's permission.

Employees may choose to have the following personal information withheld:

- Address
- Phone number, including personal cell phone number
- Emergency contact information
- Information that reveals whether they have family members

The choice to not allow public access to this information or change an existing choice may be made at any time by submitting a written request to Beth Luhn. New or terminated employees have 14 days after hire or termination to submit a request. Otherwise, personal information may be released to the public until a request to withhold the information is submitted or another exception for release of information under law applies. An employee is responsible for notifying the district if he or she is subject to any exception for disclosure of personal or confidential information.

Facility Use

Policies DGA, GKD

Employees who wish to use district facilities after school hours must follow established procedures. Katy Turner is responsible for scheduling the use of facilities after school hours. Contact Katy Turner to request to use school facilities and to obtain information on the fees charged.

Termination of Employment

Resignations

Policy DFE, DHB

Contract Employees. Contract employees may resign their position without penalty at the end of any school year if written notice is received at least 45 days before the first day of instruction of the following school year. A written notice of resignation should be submitted to the superintendent or other persons designated by the board of trustees, which includes Beth Luhn or Shannon Orsborn. Supervisors who have not been designated by the board to accept resignations shall instruct the employee to submit the resignation to the superintendent or other person designated by board action.

Contract employees may resign at any other time only with the approval of the superintendent or the board of trustees. Resignation without consent may result in disciplinary action by the State Board for Educator Certification (SBEC).

The principal is required to notify the superintendent of an educator's resignation within seven business days of the following:

- Certain misconduct, abuse, unlawful act
- Involvement or solicitation of a romantic relationship with a student or minor
- Solicitation or engaging in sexual conduct with a student or minor
- Inappropriate communications with a student or minor
- Failure to maintain appropriate boundaries with a student or minor
- Possession, transfer, sale, or distribution of a controlled substance
- Illegal transfer, appropriation, or expenditure of district or school property or funds
- An attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit for the purpose of promotion or additional compensation
- Committing a criminal offense or any part of a criminal offense on district property or at a school-sponsored event.

The superintendent is required to report such conduct to TEA.

Noncontract Employees. Noncontract employees may resign their position at any time. A written notice of resignation should be submitted to Beth Luhn at least two weeks prior to the effective date. Employees are encouraged to include the reasons for leaving in the letter of resignation but are not required to do so.

The principal or director is required to notify the superintendent of a noncertified employee's resignation or termination within seven business days for any of the following:

- Alleged incident of misconduct of abuse or otherwise committed an unlawful act with a student or minor,

- Was involved in or solicited a romantic relationship with a student or minor
- Engaged in inappropriate communications with a student or minor
- Failed to maintain appropriate boundaries with a student or minor

The superintendent is required to report such conduct to TEA.

Dismissal or Nonrenewal of Contract Employees

Policies DF Series, DHB, DPA, DPB

Employees on probationary, term, and continuing contracts can be dismissed during the school year according to the procedures outlined in district policies. Employees on probationary or term contracts can be nonrenewed at the end of the contract term. Contract employees dismissed during the school year, suspended without pay, or subject to a reduction in force are entitled to receive notice of the recommended action, an explanation of the charges against them, and an opportunity for a hearing. The timelines and procedures to be followed when a suspension, termination, or nonrenewal occurs will be provided when a written notice is given to an employee.

The reporting requirements for termination of a contract are the same as those listed above in Resignations/Contract Employees.

Advance notification requirements do not apply when a contract employee is dismissed for failing to obtain or maintain appropriate certification or when the employee's certification is revoked for misconduct. Information on the timelines and procedures can be found in the DF series policies that are provided to employees or are available Online.

Dismissal of Noncontract Employees

Policies DCD, DHC, DPA, DPB

Noncontract employees are employed at will and may be dismissed without notice, a description of the reasons for dismissal, or a hearing. It is unlawful for the district to dismiss any employee for reasons of race, color, religion, sex, national origin, age, disability, military status, genetic information, any other basis protected by law, or in retaliation for the exercise of certain protected legal rights. Noncontract employees who are dismissed have the right to grieve the termination. The dismissed employee must follow the district process outlined in this handbook when pursuing the grievance. (See Complaints and Grievances, page 32.)

The reporting requirements for termination of a noncertified employee are the same as those listed above in Resignations/Noncontract Employees.

Discharge of Convicted Employees

Policy DF

The district shall discharge any employee who has been convicted of a felony under Title 5 Penal Code or convicted of or placed on deferred adjudication community supervision for the following:

- An offense requiring the registration as a sex offender
- Improper relationship between an educator and a student
- Sale, distribution, or display of harmful materials to a minor
- Public indecency
- A felony offense involving school property

If the Title 5, Penal Code offense is more than 30 years before the date the person's employment began or the person satisfied all terms of the court order entered on conviction the requirement to discharge does not apply.

Prohibition on Diversity, Equity, and Inclusion

Policies DF, DH

Except as required by state or federal law, district employees are prohibited from engaging in diversity, equity, and inclusion activities, including assigning diversity, equity, and inclusion duties to any person. Any employee who intentionally or knowingly engages in or assigns diversity, equity, and inclusion duties to another person will be subject to appropriate discipline, including termination of employment.

Prohibited Classroom Instruction

Policies DF, DH

District employees are prohibited from engaging in an act prohibited by Education Code 28.0022 (Certain Instructional Requirements and Prohibitions). Any district employee intentionally or knowingly engaging in or assigning to another individual activities related to controversial topics described in Education Code 28.0022 is subject to disciplinary action, including termination of employment.

Exit Interviews and Procedures

Exit interviews will be scheduled for all employees leaving the district. Information on the continuation of benefits, release of information, and procedures for requesting references will be provided at this time. Separating employees are asked to provide the district with a forwarding address and phone number and complete a questionnaire that provides the district with feedback on his or her employment experience. All district keys, books, property, including intellectual property, and equipment must be returned upon separation from employment.

Reports Concerning Court-Ordered Withholding

The district is required to report the termination of employees that are under court order or writ of withholding for child support or spousal maintenance. Notice of the following must be sent to the support recipient and the court or, in the case of child support, the Texas Attorney General Child Support Division:

- Termination of employment not later than the seventh day after the date of termination
- Employee's last known address
- Name and address of the employee's new employer, if known

Student Issues

Equal Educational Opportunities

Policies FB, FFH

In an effort to promote nondiscrimination and as required by law, Lone Oak ISD does not discriminate on the basis of race, color, religion, national origin, age, sex, or disability in providing education services, activities, and programs, including Career and Technical Education (CTE) programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

Questions or concerns about discrimination of students based on any of the reasons listed above should be directed to Beth Luhn, Director of Federal & Special Programs, bluhn@loisd.net, 903-634-5286.

Student Records

Policy FL

Student records are confidential and are protected from unauthorized inspection or use. Employees should take precautions to maintain the confidentiality of all student records. The following people are the only people who have general access to a student's records:

- Parents: Married, separated, or divorced unless parental rights have been legally terminated and the school has been given a copy of the court order terminating parental rights
- The student: The rights of parents transfer to a student who turns 18 or is enrolled in an institution of post-secondary education. A district is not prohibited from granting the student access to the student's records before this time.
- School officials with legitimate educational interests

The student handbook provides parents and students with detailed information on student records. Parents or students who want to review student records should be directed to the campus principal for assistance.

Parent and Student Complaints

Policy FNG

In an effort to hear and resolve parent and student complaints in a timely manner and at the lowest administrative level possible, the board has adopted orderly processes for handling complaints on different issues. Any campus office or the superintendent's office can provide parents and students with information on filing a complaint.

Parents are encouraged to discuss problems or complaints with the teacher or the appropriate administrator at any time. Parents and students with complaints that cannot be resolved to their satisfaction should be directed to the campus principal. The formal complaint process provides parents and students with an opportunity to be heard up to the highest level of management if they are dissatisfied with a principal's response.

Administering Medication to Students

Policy FFAC, FFAF

Only designated employees may administer prescription medication, nonprescription medication, and herbal or dietary supplements to students. Exceptions apply to the administration of medication for respiratory distress, medication for anaphylaxis (e.g., EpiPen[®]), opioid antagonists, and medication for diabetes management, if the medication is administered in accordance with district policy and procedures. A student who must take any other medication during the school day must bring a written request from his or her parents and the medicine in its original, properly labeled container. Contact the principal or school nurse for information on procedures that must be followed when administering medication to students.

Dietary Supplements

Policies DH, FFAC

District employees are prohibited by state law from knowingly selling, marketing, or distributing a dietary supplement that contains performance-enhancing compounds to a student with whom the employee has contact as part of his or her school district duties. In addition, employees may not knowingly endorse or suggest the ingestion, intranasal application, or inhalation of a performance-enhancing dietary supplement to any student.

Psychotropic Drugs

Policy FFAC

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

District employees are prohibited by state law from doing the following:

- Recommending that a student use a psychotropic drug
- Suggesting a particular diagnosis
- Excluding from class or school-related activity a student whose parent refuses to consent to a psychiatric evaluation or to authorize the administration of a psychotropic drug to a student

Student Conduct and Discipline

Policies in the FN series and FO series

Students are expected to follow the classroom rules, campus rules, and rules listed in the Student Handbook and Student Code of Conduct. Teachers and administrators are responsible for taking disciplinary action based on a range of discipline management strategies that have been adopted by the district. Other employees that have concerns about a particular student's conduct should contact the classroom teacher or campus principal.

Student Attendance

Policy FEB

Teachers and staff should be familiar with the district's policies and procedures for attendance accounting. These procedures require minor students to have parental consent before they are allowed to leave campus. When absent from school, the student upon returning to school, must bring a note signed by the parent that describes the reason for the absence. These requirements are addressed in campus training and in the student handbook. Contact the campus principal for additional information.

Bullying

Policy FFI

Bullying is defined by §TEC 37.0832. All employees are required to report student complaints of bullying, including cyberbullying, to the campus principal. The district's policy includes definitions and procedures for reporting and investigating bullying of students and is reprinted below:

<http://pol.tasb.org/Policy/Code/696?filter=FF>

Hazing

Policy FNCC

Students must have prior approval from the principal or designee for any type of “initiation rites” of a school club or organization. While most initiation rites are permissible, engaging in or permitting “hazing” is a criminal offense. Any teacher, administrator, or employee who observes a student engaged in any form of hazing, who has reason to know or suspect that a student intends to engage in hazing, or has engaged in hazing must report that fact or suspicion to the designated campus administrator.



Employee Handbook Changes 2026-2027

The biggest changes to the EH were updating personnel, formatting, policy code, and syncing page numbers to correspond to their references throughout the document.

The items in pink are additions. Strike throughs are deductions.

Description of the District

Lone Oak Independent School District is a rural district in southern Hunt County. The ninety-six square mile district serves over 1,000 students (including transfers ~~and two Residential Treatment Houses~~). These students primarily reside in Hunt and Rains Counties.

Health Safety Training *Policies DBA, DMA*

~~Certain~~**District** employees who are ~~involved in physical activities for students~~ **head directors of a marching band or head coaches or chief sponsors of an extracurricular athletic activity (including cheerleading) that is sponsored or sanctioned by the district or UIL** must maintain and submit to the district proof of current certification ~~or training in first aid; and~~ cardiopulmonary resuscitation (CPR), ~~the use of an automated external defibrillator (AED), concussion, and extracurricular athletic activity safety. Certification or documentation of training must be issued~~ **issued by the American Red Cross, the American Heart Association, or another authorized organization that provides equivalent training and certification.** Employees subject to this requirement must submit their certification or documentation to Annie Northcutt by September 1, 2026.

Nurses, athletic coaches or sponsors, PE teachers, marching band directors, cheerleading coaches, and other certain employees must obtain and maintain certification in the principles and techniques of cardiopulmonary resuscitation (CPR) and the use of an automated external defibrillator (AED) provided by the American Red Cross, the American Heart Association, or another authorized organization that provides equivalent training and certification. Employees subject to this requirement must submit their certification or documentation to ~~Laurie Daniel~~ Annie Northcutt by September 1, 2025 **2026.**

School nurses and employees with regular contact with students must complete a Texas Education Agency approved, ~~Online~~**online** training regarding seizure disorder ~~aware-ness~~**awareness**, recognition, and related first aid.



Outside Employment and Tutoring

Policy DBD

All employees are required to disclose in writing to their immediate supervisor any outside employment that may create a potential conflict of interest with their assigned duties and responsibilities or the best interest of the district. Supervisors will consider outside employment on a case-by-case basis and determine whether it should be prohibited because of a conflict of interest.

Administrators. An employee (other than employees primarily responsible for in-class instruction) who has significant administrative duties relating to the operation of a school district, including the operation for a campus, program, or other subdivision of the district is restricted from outside employment. Administrators may not receive financial benefits for performing personal services for any business entity that conducts or solicits business with the district.¶

~~Administrators~~ With exceptions as noted below, administrators are also prohibited from receiving financial benefits for performing personal services for any education business that provides services regarding the curriculum or administration of any school district or financial benefits for performing personal services for other school districts, open enrollment charter schools, and education service centers. ~~An exception applies~~

Exceptions apply to an administrator who is not a superintendent, assistant superintendent, or member of a board of managers if the board approves as required by statute. ~~Services~~ To be approved, services must be performed on the administrator's personal time. Contact Shannon Orsborn, Deputy Superintendent for more information.

Overtime Compensation

Policies DEAB, DEC

The district compensates overtime for nonexempt employees in accordance with federal wage and hour laws. Only nonexempt employees (hourly employees and paraprofessional employees) are entitled to overtime compensation. Nonexempt employees are not authorized to work beyond their normal work schedule without advance approval from their supervisor. A nonexempt employee who works overtime without prior approval will be subject to disciplinary action up to and including termination.

Leaves and Absences

Policies DEC, DECA, DECB

Paid leave must be used in one-half or whole increments. Earned comp time must be used before any available paid state and local leave. Unless an employee requests a different order, available paid state and local leave will be used in the following order:

- ~~State Days~~¶
- ~~Local~~ Local Days
- State Days



Local Leave

All full-time employees shall earn three days of local leave per school year. Local sick leave shall be cumulative up to 12 days. Full-time employees may donate (2) of their local sick leave days (if available) per school year to another employee who has exhausted his or her available paid leave days, upon approval by the superintendent.

Payment for Accumulated Leave Upon Retirement

The following leave provisions shall apply to state and local leave accumulated beginning on the original effective date of this program.

An employee who retires from the District shall be eligible for payment for accumulated state and local leave under the following conditions:

1. The employee's retirement is voluntary, i.e., the employee is not being discharged or nonrenewed.
2. The employee provides advance written notice of intent to retire. Employees must provide written notice at least 60 days before the last day of employment.
3. The employee has at least five years of service with the District.

The employee shall receive payment for each day of accumulated state and local leave, to a maximum of 50 days, at a rate of \$100, as established by the Board. If the employee is reemployed with the District, days for which the employee received payment shall not be available to that employee.

The rate established by the Board shall be in effect until the Board adopts a new rate. Any changes to the rate shall apply beginning with the school year following the adoption of the rate change.

Standards of Conduct

Policy DH, DHA

Reporting Suspected Child Abuse

Policies DG, FFG, GRA

~~If the alleged or suspected abuse or neglect involves a person responsible for the care, custody, or welfare of the child (including a teacher) is required to report, the report of alleged abuse or neglect must be made to DFPS even if a report is made to law enforcement.~~

Reports to Texas Education Agency

Policies DF, DHB, DHC

The conduct of an employee must be reported to TEA **within 48 hours** if there is evidence that the employee was involved in any of the following:

Technology Resources

Policy CQ, CQD



Tobacco and Nicotine Products and E-Cigarette Use

Policies DH, FNCD, GKA

State law prohibits smoking, using tobacco, or e-cigarettes on all district-owned property and at school-related or school-sanctioned activities, on or off school property. This includes all buildings, playground areas, parking facilities, and facilities used for athletics and other activities. Drivers of district-owned vehicles are prohibited from smoking, using tobacco products, or e-cigarettes while inside the vehicle. Notices stating that smoking is prohibited by law and punishable by a fine are displayed in prominent places in all school buildings.

"E-cigarette" means an electronic cigarette or any other device that simulates smoking by using a mechanical heating element, battery, or electronic circuit to deliver nicotine or other substances to the individual inhaling from the device or a consumable liquid solution or other material aerosolized or vaporized during the use of an electronic cigarette or other device, regardless of whether the liquid solution or material contains nicotine. The term does not include a prescription medical device, prescription medication, or other prescribed substance unrelated to the cessation of smoking. The term "e-cigarette" includes:

1. A device regardless of whether it is manufactured, distributed, or sold as an e-cigarette, e-cigar, or e-pipe or under another product name or description; and
2. A component, part, or accessory for the device, regardless of whether the component, part, or accessory is sold separately from the device.

Dismissal or Nonrenewal of Contract Employees

Policies DF Series, DHB, ~~DPDPA~~, DPB

Dismissal of Noncontract Employees

Policies ~~DHC, DPDCD~~, DHC, DPA, DPB

Prohibition on Diversity, Equity, and Inclusion

Policies DF, DH

Except as required by state or federal law, district employees are prohibited from engaging in diversity, equity, and inclusion activities, including assigning diversity, equity, and inclusion duties to any person. Any employee who intentionally or knowingly engages in or assigns diversity, equity, and inclusion duties to another person will be subject to appropriate discipline, including termination of employment.



Prohibited Classroom Instruction

Policies DF, DH

District employees are prohibited from engaging in an act prohibited by Education Code 28.0022 (Certain Instructional Requirements and Prohibitions). Any district employee intentionally or knowingly engaging in or assigning to another individual activities related to controversial topics described in Education Code 28.0022 is subject to disciplinary action, including termination of employment.



Cheer Handbook and Guidelines

Lone Oak ISD

2026-2027

This handbook becomes effective immediately for the try-out process in the **Spring of 2027** and remains in effect throughout the **2027-2028** school year. Any exceptions will be at the discretion of the Sponsor and Principal, on a case by case basis.

Lone Oak ISD Cheerleading
Handbook/Guidelines
2027-2028

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INTRODUCTION

Thank you for your interest in Lone Oak Independent School District extra/co-curricular activities. The District strives to provide effective and timely communication to all constituents. Therefore, the LOISD Secondary Schools Cheerleading Program Guidelines were created to provide information, answer questions and pave the way for successful involvement with the cheerleading program. The LOISD Secondary Schools Cheerleading Program Guidelines are divided into five sections so that candidates understand responsibilities and commitments prior to try-outs.

The guide addresses District policies and procedures related to cheerleading. Not all District policies and procedures are included. Policies that are included have been summarized. **Policies and procedures may change at any time.** If changes are made, the changes supersede any guideline provisions which are not compatible with the changes. For more information, students and parents may refer to the policy codes associated with guideline topics and confer with the cheerleading sponsor or building principal. Board of Trustees Policy manuals are suggestions for additions and improvements to the guide are welcome and may be sent to the Sponsor of Policy and Procedures.

CHEERLEADING PROGRAM PURPOSE STATEMENT

Cheerleaders are **student leaders** who exemplify and promote school spirit, pride, and sportsmanship.

Cheerleaders enhance a positive school climate by exhibiting leadership skills, such as respect for individual differences, building consensus, academic excellence, and modeling appropriate behaviors at all times, both in and away from school.

Objectives

- To become mentally and physically fit and athletically skilled in the field of cheerleading. (Reference sources: National Cheerleading Association manual, American Cheerleading Association manual, Universal Cheerleading Association manual)
- To demonstrate cheerleading etiquette for public appearances and private practices.
- To provide an atmosphere of support and cohesion essential for team building.
- To support and participate in academic, athletic, and community projects that help the campus and District achieve respective goals and objectives.

SECTION I: MEMBERSHIP GUIDELINES

The following membership guidelines are categorized as Leadership/Teamwork, Attendance and Promptness, Transportation, Uniforms and Appearance, Competitions, Fundraising, Financial Responsibilities, Head Cheerleader and Mascot. Other sections pertinent to membership are Section II: Eligibility Requirements,

The University Interscholastic League (UIL) Side by Side states: "Cheerleading and drill teams do not come under UIL rules, but the regulations in this document regarding no pass-no play, 8-hour practice limitation, athletic periods, one contest during the school week and extracurricular absences are applicable." Therefore, this and other sections will reference UIL regulations when applicable.

LEADERSHIP/TEAMWORK

As outlined in *Cheerleading Program Purpose Statement* of this guide, cheerleaders are representatives of the Lone Oak ISD and will adhere to the following standards:

- Abide by the cheerleading rules, guidelines and cheer expectations.

- Abide by the Student Code of Conduct.
- Behave in a manner that is becoming to the individual and to the organization. **In or out of uniform, cheerleaders are representatives of the cheerleading squad and the school.**
- **Maintain desirable attitudes and spirit.**
- **Cooperate with sponsors and other members of the squad.**

ATTENDANCE AND PROMPTNESS

All cheerleaders and mascots will have a scheduled time before or after the instructional school day to allow for planning and practice. Cheerleading practices and performances are under the umbrella of UIL time limit restrictions. Special practices may be called by the sponsor when necessary. However, due to UIL procedures, the eight-hour limit will apply to practice held outside of the school day.

Cheerleaders/mascots are expected to attend the cheerleading practices, and assigned sports activities designated by the sponsor and administrator.

Sports activities include, but are not limited to:

- **Varsity:**
Football – All home and away games, including play-off games.
Basketball – At Sponsor’s discretion.
Clinics/Camps - Cheerleading camp is held in June or July. (Camp/clinic instruction is an integral part of program quality - **attendance is mandatory.**)
- **JV Squads:**
Football - All home games and away games, possible play-off games with Varsity.
Basketball – At Sponsor’s discretion.
Camps/Clinics - Cheerleading camp is held in June or July. (Camp/clinic instruction is an integral part of program quality - **attendance is mandatory.**)
- **MS Squads:**
Football - All grade level home games and away games.
Basketball- At Sponsor’s discretion.
Camps/Clinics - Cheerleading camp is held in June or July. (Camp/clinic instruction is an integral part of program quality - **attendance is mandatory.**)

Participation in other sports events, community and social activities will be at the discretion of the sponsor.

Students will be present at least one-half of the school day to participate in an activity - or at the sponsor’s discretion.

Cheerleaders **must be prompt** for scheduled cheerleading practices and all functions as well as ensuring timely pick up at the conclusion of activities outside of the school day.

Cheerleaders may not leave a practice or any other activity at any time unless pre approved by the sponsor.

- Prior notification of conflicts with school activities will be addressed with the sponsors and when appropriate, the principal.
- Any competitive team/club does not come before school extracurricular activities.
- Work is not considered an excuse for an absence.

TRANSPORTATION

Each cheerleader/mascot shall ride school provided transportation to and from out-of-town games. To ride home with a parent after an out of town game a written request from the parent/guardian is required. The student will not be released to the parent or to another adult designated by the parent unless the written request is approved. Prior approval from the sponsor is required. **The penalty for missing school-provided transportation is suspension from that night’s game and the following game.**

UNIFORMS AND APPEARANCE

All uniform and practice attire is approved by the principal and sponsor. While performing, each member is expected to:

- Wear proper attire as directed. **The uniform is worn to official functions only and a member may perform only if he/she is in the complete required uniform.** If the cheerleader or mascot is not in proper uniform (including, but not limited to, secured hairstyle, ribbons, sweatshirts, cold weather attire), **he/she will contact a family member to bring the necessary uniform.** A specific outfit will also be required for each practice.
- Keep uniforms clean, pressed and mended at all times.
- Reflect grooming standards as directed by the sponsor, including, but not limited to:
 - Makeup that is natural and wholesome looking.
 - Nails that are short and well-groomed and do not exceed the length of the finger. **Acrylic nails or tips are strongly discouraged for safety reasons.** Colored nail polish is not to be worn when cheering or in uniform.
 - No jewelry, including body piercing.
 - No visible tattoos.
 - No gum chewing or candy.
 - Secured hairstyle with ribbons.
- **Parents are financially responsible for the replacement of school issued equipment.** All equipment will be returned at the end of the cheer season. (Uniforms, warmups, backpack, megaphone, pom poms)

COMPETITIONS

High school squads may participate in one summer camp and may elect to participate in regional and national competitions with principal approval. Middle school squads may participate in one summer camp and may elect to participate in one area competitions at the discretion of the sponsor and principal.

FUNDRAISING

A thorough description of appropriate practices and procedures for fundraising is outlined within the document, LOISD FundRaising Guidelines. Individuals directly responsible for fundraising should refer to the document and District policy for complete directions. The following is important information for all members and parents:

- Each cheerleader will participate in fundraising activities.
- Fundraising activities must support the educational goals of the District.
- Fundraising will be coordinated by the sponsor, and/or Booster club officers, approved by the building principal and must include a written request outlining the need for funding, the type of fundraising activity, the projected amount to be raised, how the money will be used, and the time and duration of the activity. Efforts should be made to avoid conflict with other school organizations attempting to raise funds.
- Sponsors are required to keep a detailed account of income and expenditures of student money, with all transactions processed through a campus activity account.

FINANCIAL RESPONSIBILITIES

The District can provide uniforms, warmups, bags and a few other items for the cheerleading squad. Camp wear, personal clothing items, practice attire, shoes and a few other items are purchased by the parent and must be approved by the sponsor and campus principal prior to purchase.

- Cheerleaders are required to attend summer camp and are responsible for **all fees** associated with camp. **CAMP IS MANDATORY!!!(unless approved for an absence)**

- Payments which are the responsibility of the parent and squad member for camp/camp wear will be paid as directed by the sponsor. **A \$500.00 initial non-refundable down payment will be due in March (this pays for camp).** Final payment will be due on or before **May 6th** of the current school year (this is to pay for camp clothes, etc.). Any member who is unable to meet the financial obligations will be removed from the squad, and the next candidate may be moved up.
- There may be additional expenses, at sponsor's discretion, throughout the season in which payment will be required in advance from parent/squad members.

MASCOT

The mascot will be an integral part of the spirit program at the school. His/her main responsibilities are to provide interaction with the crowd at all functions by incorporating them in cheers and skits and to work closely with all organizations to enhance the spirit of the school. The mascot will follow all cheerleading guidelines as set forth by District policy. Additional responsibilities include:

- Work closely with the athletic department and cheerleader sponsor to foster school spirit.
- Be familiar with game rules to make appropriate responses with the crowd at sporting events.
- Create skits with appropriate themes to foster spirit, in conjunction with the cheerleaders. **All music will be due the Monday prior to the pep rally by 8:00pm.**
- Dress in creative attire, when appropriate, with sponsor approval.

SECTION II: ELIGIBILITY REQUIREMENTS

Cheerleader/Mascot: Any student who will be entering the 7th or 8th grade may try out for the Middle School squad as a cheerleader or mascot. Students entering 9th - 12th can try out for Varsity and/or JV squad as a cheerleader or mascot. ****All candidates'/squad members must meet the following requirements:** (before try-outs and while you are member of the squad)

FORMS/PAPERWORK

- **The student must return all necessary paperwork (including permission form) that is required in order to try-out by the set deadline.**

ACADEMICS/CONDUCT

- Cheerleaders are expected to maintain high standards in academic performance and behavior and to serve as positive role models for the student body.
- **The student must have maintained an overall 70 average (no failures) for the semester and 3rd nine weeks, as well as, while a member of the squad.** Grades will be checked at the end of each nine week grade reporting period.
- **Along with verifying grades, teachers will be able to give input on cheerleaders trying out by filling out an evaluation sheet on each candidate.**
- If you fail a class or your average is below 70 at the end of a nine week period, you will be immediately placed on probation until the next grade check period. If you are placed on probation twice in one school year, you will be dismissed from the squad for the remainder of the school year and will be ineligible to try-out for the next year's squad.
- **All student discipline files will be evaluated for excessive ISS or DAEP assignments.** Students who have been assigned ISS 2 or more times during the current school year will not be eligible to try out. Students who have been assigned a 30 days or more of DAEP during the current school year are not eligible to try out. **Eligibility will be reevaluated each year.** All final decisions rest with the principal.

- If the student was a cheerleader/mascot for any Lone Oak I.S.D. squad last year, she/he must not have received probation as a punishment more than twice or quit.

A student enrolled in the District and who participates in an extracurricular activity . . . is subject to District policy and UIL rules regarding participation only when the student is under the direct supervision of an employee of the school or district in which the student is enrolled or at any other time specified by resolution of the Board. The Cheerleading program will follow the eligibility requirements as outlined by the Texas Education Agency TEA, the University Interscholastic League UIL and district cheerleading policies. Any squad member who receives, at the end of any grading period (after the first nine weeks of the school year), a grade below 70 in any class (other than an identified class eligible for exemption) or a student with disabilities who fails to meet the standards in the Individual Education Plan IEP may not participate in extracurricular activities for three school weeks.

Grades will be checked at the end of each nine week grade reporting period. Students who pass remain eligible until the end of the next grading period. All sponsors are responsible for obtaining official grade reports from the principal. This provision applies to all grading periods. It also applies to all three-school week evaluation periods for ineligible students.

SECTION III: TRY-OUT, JUDGING AND CHEER GUIDELINES

Section III: Try-out and Judging Guidelines provides requirements with the application and orientation process and citizenship requirements for candidates, academic, try-out injury option, and judging guidelines.

- Spirit Event Coordinators or another professional judging company will be utilized for try-outs.
- Students will wear a plain, white, no collar t-shirt, red shorts (similar to the Softe brand), white no-show socks and white tennis or cheer shoes. Hair must be out of face and pulled into a ponytail with a single approximately 1" red ribbon. See handouts at the parent meeting for more information.
- In the event that a candidate is trying out for cheerleader and mascot, it is that candidate's responsibility to provide the sponsor with written notice regarding order of selection by the end of the closed cheer clinic. If no notice is provided, the sponsor will automatically select Mascot first and Cheer second.

GENERAL INFORMATION

High School-The exact number of cheerleaders for the Varsity squad will consist of a minimum of 10 members with a maximum of 14 members and will be determined by the natural break in scoring. The natural break is defined as the obvious place in the scores where a numerical difference occurs. This break will be agreed upon by the judges, the principal, and the Sponsor. If more than the maximum is above the natural break, then the first 14 scores will be on the Varsity squad, and the next 8-10 girls will be on the JV squad.

Before try-out day, students entering grades 9–12 will decide if they want to be a JV cheerleader if their score does not earn them a position on the Varsity squad. In the case that a 12th grader earned a position on the JV squad and chose not to accept, then the student with the next highest score would become a JV cheerleader. Mascots will be chosen the same way. A student entering 9th through 12th grade may try out for Varsity and/or JV mascot. Varsity and JV mascots will be the person with the highest point total. All squad members will abide by the rules and policies set forth in the campus handbooks.

Middle School - Students entering seventh and eighth grades can try-out for Middle School cheerleaders. The exact number of cheerleaders for the Middle School squad will consist of a minimum of 10 members with a maximum of 12 members and will be determined by the natural break in scoring. The natural break is defined as the obvious place in the scores where a numerical difference occurs. This break will be agreed upon by the judges, the principal and Sponsor. If more than the maximum is above the natural break, then the first 12 scores will be on the squad. In the mascot try-outs, the person with the highest point total will determine the mascot.

All squad members will abide by the rules and policies set forth in the campus handbooks.

Video tryouts are allowed for tryout purposes if the candidate is going to miss for a school sponsored event only. A candidate may also submit a video for tryouts if at the time of the try out they are injured. The video must be from that school year. Video must be sent to the school principal for the judges to view.

APPLICATION AND ORIENTATION

A candidate for cheerleading/mascot and parent or designee must:

- A family member and participant must attend the **mandatory orientation meeting** scheduled by the Sponsor prior to try-outs. If a participant is at a school event **only**, they will attend virtually while a family member is in attendance at the in person meeting. Attendance at the meeting is worth 5 points for students and 5 points for the parent totaling 10 points towards try-outs. These points will be added to the final score before results are released. This is mandatory unless absence is approved by the principal and/or sponsor due to extenuating circumstances.
- **Return the following completed forms including all appropriate signatures as directed by the sponsor by the due date.**
 - Cheerleader/Mascot Parent Permission Form
 - Try-out Application
 - Medical Release Form.
 - Parent/Student Handbook Acknowledgement
 - Physical **(MUST HAVE BEFORE CAMP)**
- Have no outstanding balance for prior year financial obligations.
- Attend at least 1 of the 3 clinics prior to try-outs. (5 points possible for attending one closed gym)
- **Attend the mandatory camp if the candidate makes the squad.**

JUDGING GUIDELINES

The following guidelines are established to determine membership for the cheerleading squad beginning in Grade 7.

Performance

The cheerleader/mascot candidate's total score will be made by a panel of three qualified judges. Judges may not have previous associations with students, parents or sponsors. Candidates will receive numbers when they try-out and shall not be referred to by name. Tabulations of scores will be made by campus administrator(s) and designated tabulator. Try-outs will only be open to participants, judges, sponsor, tabulator, campus administrator(s) or other appropriate LOISD staff.

Cheerleading Try-out Categories

1. Entrance/Spirit	5 points
2. Crowd Appeal/Smile	5 points
3. Memory/Recall	5 points
4. Group Dance	5 points
5. Voice and Projection	10 points
6. Motion/Technique	10 points
7. 3 Jump Series	10 points
8. *Tumbling	5 points
9. Teacher Evaluation	35 points
10. Orientation Meeting	10 points (cheerleader and Parent – 5 points each)

- **TOTAL POINTS AVAILABLE:** 55X3 (judges), 35 possible points from teacher evaluation, 10 possible points from parent/cheerleader meeting, and 5 possible points for one closed gym for a total of a possible 215 points.

Mascot Try-out Rules and Procedures

1. Each mascot must have met all guidelines as outlined in the LOISD cheer handbook.
2. Only ONE costumed mascot is allowed to perform. NO other live props are allowed.
3. Each mascot will perform a routine or skit lasting a maximum of 2 minutes and not including set-up and take-down time. The following overtime penalties will occur: 1-5 seconds -1 point, 6-10 seconds – 2 points, 11+ seconds -5 points.
4. Three (3) people may assist you with the set-up or tear-down. If try-outs are during school hours, students in class may not assist. After set-up, the helpers may either leave or be seated near the rear entry.
5. Mascots are allowed a total maximum of 1 minute and 30 seconds set-up. The same overtime penalties listed above will apply.
6. Mascots are allowed a total maximum of 1 minute and 30 seconds take-down. The same overtime penalties listed above will apply.
7. Music may be used and is encouraged, but should not dominate the routine. Music must be downloaded and sent to the sponsor through email before try-outs with clear written directions on how it is to be played. It is the responsibility of the mascot to collect the music at the end of try-outs or the end of the day.
8. The routine/skit should contain a theme and should be well organized and understandable.
9. Timing will begin with the first organized word, movement, or note of music after they are officially announced by the sponsor.
10. Timing will end with the last organized word, movement, or note of music by the mascot.
11. Any size props may be used. Props that may cause damage to the floor or any area of the school may not be used. Confetti, water, paints, or other such props that may delay the try-outs may not be used. A 15-point reduction will apply if this is not followed. Props will be stored in the breezeway between the two gyms. All props must be removed from the school at the end of the try-out day. This is the candidate's responsibility; no props will be stored at school.
12. Candidates must be dressed in the school's official mascot costume at all times including set-up.
13. Routines/skits must be appropriate for family viewing. Any vulgar or suggestive movements, words, or music may result in a score deduction. If you are not certain if something is inappropriate, DO NOT USE IT.
14. Mascots should utilize all areas of technical strengths including actions/reactions, motions/emotions, character traits and habits, pantomime, crowd interaction, crowd appeal, prop utilization, and overall impression.
15. After all candidates have completed their routines, individuals will meet with judges for an interview worth 5 points. The interview will be completed in costume. Answers will be done through movements and gestures.
16. The candidate with the highest points will be the mascot.
17. In the event that a candidate is trying out for cheerleader and mascot, it is that candidate's responsibility to provide the sponsor with written notice regarding order of selection by the end of the cheer clinic. If no notice is provided, the sponsor will automatically select Mascot first and Cheer second.

Tabulation of scores will be conducted by campus administrator(s) or designated tabulator.

CITIZENSHIP

A candidate must:

- Be enrolled in Lone Oak ISD and be in attendance by the first day of the second semester. The principal has the discretion to determine participation for students new to the district.
- Meet state guidelines for compulsory attendance.
- Have not resigned or been dismissed from the cheerleading squad in the previous year. However, if he/she resigns due to circumstances out of his/her control, the sponsor and campus principal will determine whether he/she may be considered for try-outs the following year.

Final Determination and Notification

The principal or designee will tabulate scores. In the event of a tie, the judges' will reevaluate the score and determine the winner. The judges may also request call backs. JV squads shall have a maximum of 10 members. The varsity level cheerleading squad shall have a minimum of 10 not to exceed 14 members. A minimum of one mascot will be chosen for each campus. The middle school squad shall have a minimum of 8 not to exceed 14 members. **Candidates will receive notification of results on the day of try-outs through the LOISD Facebook page the day of and at the front door of MS/HS as well..**

SECTION IV: SUPPORT STAFF, PARENTS, AND CLUBS

SPONSOR RESPONSIBILITIES

Leadership

Sponsors are expected to:

- Be committed to the cheerleader program.
- Be a positive role model and demonstrate conduct that is ethical and rational.
- Display the qualities of good sportsmanship and fair play.
- Set long term and short term goals for professional growth and the cheerleader program.
- Follow LOISD employee policies, guidelines and rules.
- Have knowledge of and compliance with rules for eligibility and participation.

Management

Sponsors are expected to:

- Supervise students.
- Provide appropriate communication to parents/students concerning all guidelines and requirements.
- Disseminate and manage all required written forms and documentation.
- Communicate and ensure proper safety standards and stunt progressions.
- Plan and provide written schedules for all practices, games, pep rallies, clinics, camps, and other activities.
- Coordinate try-outs, including the selection of judges.
- Follow state and LOISD accounting practices/procedures for maintaining the budget and proper administration of student funds.
- Obtain principal or designee approval on all disbursements.
- Be responsible for the approval, selection, ordering, distribution and return of all uniforms.
- Maintain current certification in first aid and cardiopulmonary resuscitation.

PARENT/GUARDIAN RESPONSIBILITIES

Parents are partners with the school and shall:

- Respect and support the cheerleading program, cheerleaders, and sponsors.
- Support the student's commitments to the school, community and herself/himself.
- Attend performances and other necessary activities.
- Meet financial obligations in a timely manner.
- Set an example of good sportsmanship at all activities.
- Provide transportation if needed for cheerleading activities.
- Support/participate in any fundraising activities.

SECTION V: CONDUCT GUIDELINES

Upon the completion of try-outs, selected cheerleaders will be subject to all rules, expectations and discipline consequences associated with the new squad. All discipline actions will affect the cheerleader's standing on his/her squad after try-outs and throughout the following academic year. Any member failing to abide by rules and regulations as set forth under the provisions may be subject to review by the sponsor and principal. Dismissal from the group may result from that review.

The guidelines for student discipline are outlined in the Student Code of Conduct adopted by the Lone Oak Independent School District Board of Trustees. Additional standards of behavior for students involved in extra/co-curricular activities are:

- UIL Side by Side. (Available at www.uil.utexas.edu)
- AACCA School Cheer Safety Rules (Available at cheerrules.org)
- Extra/Co-curricular Standards of Behavior. (See below)
- Cheerleading Standards of Behavior. (See below)

STUDENT CODE OF CONDUCT

The cheerleaders and mascots are expected to maintain exemplary conduct in and out of the school.

DRUG TESTING

Lone Oak Independent School District has a student drug testing program for all students in grades 7-12 who participate in extra/co-curricular activities. The student drug policy is discussed in the districts/campus handbooks. Each parent and student has access to a copy at the beginning of each school year. In addition to this policy LOISD cheer has punishments directly related to any violations of this policy. These punishments are based on cumulative offenses for your high school career related to violations of the drug policy and expectations. They are **NOT** cleared from year to year.

1. First Offense: 30 day suspension and 15 miles of disciplinary running or coach's discretion. Students will be randomly retested after 30 days. Students may attend practice for disciplinary action, but are not allowed to participate at game/competition.
2. Second Offense - Suspension for the remainder of the year and ineligible to try-out for the next school year.
3. Third Offense - permanent removal from the athletic/cheer program and no try-outs for the remainder of their school career.

EXTRA/CO-CURRICULAR STANDARDS OF BEHAVIOR

This section speaks directly to the behavior of students who participate in extra/co-curricular activities.

With the approval of the principal and Superintendent, sponsors and Sponsors of extracurricular activities, including interscholastic athletics and marching band, may develop and enforce standards of behavior that are higher than the District-developed Student Code of Conduct and may condition membership or participation in the activity on adherence to those standards. Extracurricular standards of behavior may take into consideration conduct that occurs at any time on or off school property. No provision of an extracurricular behavioral standard shall have the effect of discriminating on the basis of sex, race, disability, religion, or ethnicity.

Students shall be informed of any extracurricular behavior standards each school year. Students and their parents shall sign and return to the sponsor a statement that they have read the extracurricular behavior standards and consent to them as a condition of participation in the activity.

Organizational standards of behavior of an extracurricular activity are independent of the Student Code of Conduct. Violations of these standards of behavior that are also violations of the Student Code of Conduct may result in independent disciplinary actions. A student may be removed from participation in extracurricular activities or may be excluded from school honors for violation of organizational standards of behavior of an extracurricular activity or for violation of the Student Code of Conduct

Student participation in extracurricular activities is encouraged. Lone Oak ISD makes extracurricular activities available as an extension of the regular school program, with an important difference: participation in the regular curriculum is a right afforded to each student, while participation in the extracurricular program is a privilege that carries additional expectations for acceptable conduct. Students who engage in extracurricular activities represent not only themselves, but also other students and the District when performing, competing, or participating in extracurricular activities and while wearing uniforms or other clothing that identifies the student to the community or public in any setting as a Lone Oak ISD student. Behavior must be exemplary and reflect the finest attributes of the Lone Oak ISD student body at all times and in all places

Important goals of the extracurricular program are to give students direction in developing self-discipline, responsibility, pride, loyalty, leadership, teamwork, respect for authority, and healthy living habits.

Since participation in extracurricular activities is a privilege and not a right, Lone Oak ISD is authorized to set higher standards for participants of extracurricular activities than for students who choose not to participate in extracurricular activities. The expectations for extracurricular activities extend beyond the Lone Oak ISD Student Code of Conduct, not only in types of behavior prohibited, but also in corresponding consequences and jurisdiction for imposing discipline. Extracurricular expectations apply to all students participating in extracurricular activities, regardless of whether:

- School is in session;
- **The offense occurs on or off school property or at a school-related event;**
- The student is directly involved with the extracurricular activity at the time the prohibited conduct occurs;
- The extracurricular activity is in-season; and regardless of where or when the conduct occurs.

It is possible that a student who violates the Lone Oak ISD Student Code of Conduct will incur consequences from both the appropriate school administrator and from his or her sponsor for the same particular violation. It is also possible that a student participating in extracurricular activities may violate the Extracurricular Expectations and be subject to discipline or sanctions by a sponsor without having violated the Lone Oak ISD Student Code of Conduct.

Cheer Expectations for Practice Time

Tardy Punishment- If a cheerleader is tardy to a practice or game:

1st Tardy- run laps for minutes at practice or coaches discretion.

2nd Tardy- run laps for minutes at practice or coaches discretion.

3rd Tardy- Sit out the first quarter of the game.

4 or More Tardy- Sidelined from the game- sit out in uniform.

Unexcused Absences From Practice:

1st offense- owe back time missed- per coaches discretion and sit 1 quarter of the game.

2nd offense- owe back time missed- per coaches discretion and sit the first half of the game.

3rd offense- owe back time missed- per coaches discretion and sit out the entire game.

4 or more unexcused absences from practice- removal from squad- results in failure to try out for next season.

If a cheerleader is absent from practice the day before a pep rally, they will not participate in the pep rally unless otherwise excused by the sponsor before that day.

Procedures for Behavior/Failure of Cheer Expectation Punishment

Sponsors, administrators and sponsors will review all facts and circumstances surrounding a particular event and determine appropriate disciplinary action or sanctions.

- 1st offense – Parent/student/sponsor/administrator conference to discuss the event, possible sanctions*.
- 2nd offense –Parent/student/sponsor/administrator conference to discuss the event, sanctions*, possible dismissal.
- 3rd offense –Parent/student/sponsor/administrator conference to discuss the event, sanctions*, possible dismissal.

Any event may be serious enough to result in removal from the extracurricular activity at any step. Dismissal will be determined by the sponsor/principal after the conference of the second and third offense.

A cheerleader is a visible leader of the school so expectations for cheerleaders extend beyond the regular school day or regular school expectations. For example: scenes of nudity, alcohol use, fighting, bullying either face to face or by means of social media will not be permitted.

*Sanctions may include but are not limited to: physical activity, bench time, loss of playing or performance opportunities.

If a cheerleader receives ISS- they are allowed to participate in practice, but if their ISS days fall on an event day (pep rally or game) they are not allowed to participate. If the game is an away it will be at the coaches discretion if they can travel with the squad.

If a cheerleader receives DAEP, they are not allowed at practice or cheer events. 30+ days in DAEP will result in removal of the squad.

Nothing in the Extra/Co-curricular Standards of Behavior section limits the authority of a sponsor to impose reasonable sanctions for students who breach program conduct expectations but do not engage in prohibited conduct. **Signing the LOISD Schools Cheerleading Program Guidelines Parent/Student Acknowledgement verifies your receipt and agreement to the expectations outlined in the handbook.**

CHEERLEADING STANDARDS OF BEHAVIOR

Each extra/co-curricular activity has specific conduct expectations in addition to the expectations outlined in the Extra/Co-curricular Standards of Behavior. The expectations outlined in the Cheerleading Standards of Behavior document are specific to the cheerleading program. The Standards of Behavior Discipline Form is located on pg.13. Squad members will also be held responsible for any postings to a social networking site that would “materially disrupt class work, involve substantial disorder, or interfere with the rights of others.” [Tinker, 393 U.S. at 506]

See attached form of Cheer Expectations.

PERMANENT DISMISSAL

Reasons for permanent dismissal from the cheerleading squad include, but are not limited to:

- Expulsion.
- 30 plus days of DAEP, in single offense or has had multiple DAEP sentences resulting in 30 or more days.
- Failure to meet behavior expectations in the Extra/Co-curricular Standards of Behavior.
- Any illegal behavior inside or outside the school.
- 4 or more unexcused absences from practice.
- Unexcused absence from more than two games over the course of the fall/spring season.
- Violations as outlined in the Lone Oak Public Schools Activity Student Drug Testing Policy.
- Academic Removal – if academically ineligible for two reporting periods, consecutive or nonconsecutive, removal for the remainder of the year and members will not be allowed to try-out to be a part of the squad again.

The LOISD Schools Cheerleading Program Guidelines is designed to be in harmony with LOISD Board of Trustees’ Policy, the Student Code of Conduct and University Interscholastic League rules and guidelines. The LOISD cheerleading guidelines are reviewed annually. Changes and revisions will be made available to students and parents and will govern cheerleading selection and decisions regarding supervision of the program.

LOISD Cheerleader Tryout Application

Please print the following information clearly.

Candidate for: ____MS Cheer ____MS Mascot ____HS Cheer ____Varsity Mascot ____JV Cheer ____JV Mascot

Candidate's Name		Candidate Cell Phone:	
Address		City	Zip Code
Date of birth		Candidate's Email	
Father's full Name		Mother's Full Name	
Father's Email		Mother's Email	
Father's Cell Phone Number		Mother's Cell Phone Number	
Doctor		Doctor's Phone Number	
Insurance Company (Attach copy of insurance card)		Date of enrollment for current school year.	
Overall GPA (excluding PE/Athletics)	Have you been in DAEP this year?	Have you failed a subject(s)?	
	Have you been to the ISS this year?	What subject(s)?	

When is your summer vacation? _____

(MS/JV/Varsity) **Camp** – MS-June 6-8th @ Gymn Star and HS- June 2-5 @ The Embassy Suites and Convention Center in Frisco with possible practices before camp. Summer practices will be announced after camps. *****Camp dates are to change each year.****

Medical Release Form

Student's Name: _____ Grade: _____

School: _____ LOMS _____ LOHS

I certify that _____ is physically capable and able to fulfill requirements needed to be a cheerleader. I understand that this form legally releases all obligations and responsibilities for the medical treatment of my son/daughter in the event of illness or injury during any squad-related activity when neither parent can be reached. If there is a physical or medical reason why s/he should not participate fully, the district requires a doctor's release. Furthermore, the district is not liable for any injury incurred during cheerleading.

Parent's Signature: _____ Date: _____

Medical Treatment Permission

In the event of an emergency occurring while my son/daughter is at a school-sponsored event, I grant permission to the school and its employees to take whatever action is necessary. In the event that I cannot be reached, I hereby authorize the school and/or its employees to give consent for my son/daughter, _____, to receive the necessary medical treatment.

Parent's Signature: _____ Date: _____

Home Phone: _____ Business Phone: _____

Cell phone: _____ Other emergency #: _____

Address: _____

City: _____ State: TX Zip: _____

Persons to notify other than parent or guardian:

Name: _____ Phone: _____

Name: _____ Phone: _____

If you do not grant permission or authorization for consent to medical treatment, what procedures should be followed?

Insurance: **Please attach a copy of your insurance card**

Medical Information

	<i>Circle One</i>		<i>Circle One</i>	
Heart Condition or disease	Yes	No	Asthma	Yes No
Diabetes	Yes	No	Allergic to medication	Yes No
Convulsions Disorder	Yes	No	Allergic to insect stings	Yes No
Prior injury to muscles/tendons	Yes	No		

Allergies: _____ Date of last tetanus shot: _____

Additional medical information that may be helpful: _____

Are you currently being treated for any injuries? _____ If so, pls list: _____

Are you currently taking any medications? _____ If so, pls list: _____

LO Cheerleader Expectations for the 2027-2028 year

Attendance

No unexcused absences from practice or games. (See handbook for punishments)

Be on time to practice and not leave early without permission.

You will participate in all cheer events, including fundraisers.

Appearance

You will be in proper cheer uniforms including having poms, bow, socks, and shoes at games.

Your cheer skirt will be of proper length.

You will be in proper practice attire.

Keep your nails at a proper length.

Behavior

Horseplay will not be tolerated during games or practices.

No cell phone use at games or practices without sponsor permission.

No gum, candy, or food at practices or during game times.

You will not behave with inappropriate behavior or show PDA during games or while in uniform.

No inappropriate texts, emails, posts of ANY form on email, cell phones and/or social media, **in or out of uniform**. Including but not limited too, on TIK TOK, Instagram, Facebook, Snapchat, etc.

Drinking alcohol, vaping, and or drug use is prohibited at all times.

ISS or DAEP is not an option. Behave!! (See handbook for punishment)

Know the material!!!!

BE RESPECTFUL! BE KIND!

I have read and understand my responsibilities as a cheerleader and agree to the expectations written above. I understand that these expectations will be strictly enforced and if I do not follow them I will receive the consequence given by the school and or the sponsor. I fully comprehend that I am a representative of LOISD cheer and I will make every effort to fulfill my responsibilities in being a positive role model. I know that my primary job is to be a cheerleader and to promote and foster an encouraging, enthusiastic, and spirited atmosphere for my peers and the fans.

Signature of Cheerleader

Date

Signature of Parent or Guardian

Date

LONE OAK INDEPENDENT SCHOOL DISTRICT
CHEERLEADING PROGRAM GUIDELINES
PARENT / STUDENT ACKNOWLEDGEMENT

We have read and understand the policies, procedures, practices and expectations as outlined in the LOISD Secondary Schools Cheerleading Program Guideline, including the Extra/Co-curricular Standards of Behavior. We agree to adhere to these rules as a condition for voluntary participation in the cheerleading program and understand that failure to do so may result in disciplinary measures.

Parent Signature	Date
------------------	------

Cheerleader Signature	Date
-----------------------	------

The LOISD Secondary Schools Cheerleading Program Guidelines Parent/Student Acknowledgement Form was submitted to my office:

Sponsor Signature	Date
-------------------	------

Please detach the listed forms and return to the sponsor at parent/cheer meeting.

- Return the following completed forms, with all appropriate signatures, as directed by the sponsor:

Tryout Application

Medical Release Form

Acknowledgement Form

Cheerleader Expectations Form

LOISD Athletic & Extracurricular Code of Conduct

Change Reference -

Purpose: Quick reference. Follows the draft in order and identifies additions, revisions, relocations/consolidations, and review items.

Legend: A = Added | R = Revised | C = Consolidated | M = Moved/Relocated | F = Flagged for admin/legal discussion. No heavy color coding to save ink.

Main message: Not a sweeping rewrite. Main work was cleanup, clearer parent/student notice, Student Code of Conduct alignment, and consistent athletic procedures.

Ordered Change Tracker

#	Section	What changed	Type	Meeting note
1	Cover / Title Pages	Formatting cleaned; spacing tightened; kept general look and title structure.	R	No policy change. Presentation cleanup only.
2	We Believe / Philosophy	Cleaned awkward wording, updated some language, and kept overall philosophy intact.	R	Keeps existing tone but makes opening read cleaner.
3	Extracurricular Activities	Clarifies which activities/groups are covered by the code.	R	No major policy shift; clearer scope.
4	Jurisdiction	Clarifies extracurricular consequences may apply beyond school day, season, or activity setting.	R	Participation is a privilege, so higher standards may apply.
5	All Athletes Must	Kept core expectations: UIL/local rules, attendance, respect, district/team guidelines, academics.	R	Basic athlete expectations remain up front.
6	Additional Team/Activity Rules	Clarifies coaches/sponsors can have activity-specific rules if not in conflict with district policy, Student Code of Conduct, UIL rules, or law.	R	Gives flexibility while keeping district policy as guardrail.
7	Mission / Objectives	Minor wording cleanup; kept department goals and program identity.	R	No major policy change. 229
8	UIL Sports List / MS Note	Kept lists and updated middle school practice note for schedule/staffing flexibility.	R	Clarifies practices may occur before/after school.
9	Overview	Added review language and clarified relationship between activity codes, district rules, and Student Code of Conduct.	R	Important for parent questions/consequence disputes.
10	District Expectation for Enforcement	Added consistency expectation for coaches, sponsors, and directors.	A	Shows district expects fair, consistent application.
11	Responsibility of an Athlete	Kept core language about athlete conduct, representation, and fair play.	R	Maintains traditional standards section.
12	Multi-Sport / Dual Participation	Kept athlete commitment/multi-sport language; clarifies conflict priorities and club/select conflicts.	R/F	Flag if admin wants softer language on team vs. individual sports or club conflicts.
13	Required Forms	Added/updated UIL and district form expectations before participation.	A/R	Good parent-facing notice before tryouts, athletic periods, workouts, games, or travel.
14	On the Field or Court	Added/clarified sportsmanship, uniforms/jewelry/equipment, ejections, and bench-clearing/team-area behavior.	A/R	Important contest behavior and UIL alignment section.
15	On Campus	Added campus conduct, DAEP/suspension restrictions, and no recording in locker rooms/restrooms/changing areas.	A	One of the stronger needed additions for safety/privacy.
16	In the Classroom	Added student-first expectations and possible athletic consequences for classroom issues.	A	Connects classroom behavior to athletic privilege.
17	During Athletic Period and Practices	Added attendance, tardy, locker room, hygiene,	A	Clarifies day-to-day athletic period/practice

		personal property, and facility behavior expectations.		expectations.
18	Team Travel	Added parent release, attire, bus/school vehicle conduct, personal items, return-time communication, and travel limits.	A/R	Makes travel expectations easier to enforce.
19	Overnight Travel	Added curfew, room assignment, permission, bag/room check, hotel rules, and prohibited substances language.	A	Needed for playoff/tournament/overnight trips.
20	Disrespect to Teacher or Coach	Retained as short conduct section; overlaps with classroom/campus conduct.	C/R	Could be consolidated later, but kept for emphasis.
21	Personal Appearance and Grooming	Added clearer appearance, travel attire, team standards, safety, and non-discrimination language.	A/R	Keeps expectations while tying them to law/district policy.
22	Injuries / Parent / Doctor Notes	Updated medical clearance language and clarified coaches do not diagnose injuries.	R	Parent notes notify; medical restrictions/return-to-play may require documentation.
23	Insurance	Replaced older liability/internal procedure wording with current-policy-based limited accident coverage notice.	R	Does not list dollar amounts because coverage changes yearly.
24	Eligibility	Simplified to state law, TEA, UIL, district policy, No Pass No Play, and campus monitoring.	R	Avoids restating every UIL eligibility detail that could become outdated.
25	Spectator Expectations	Added/clarified parent/spectator sportsmanship and removal/future attendance restrictions.	A/R	Helpful when parent behavior becomes an athletic issue.
26	Alcohol / Tobacco / Drugs	Updated language to include vaping, nicotine, THC, paraphernalia, improper medication use, and Student Code of Conduct connection.	R	School discipline plus possible athletic consequences.
27	Theft / Hazing / Fighting / Bullying	Kept/clarified serious conduct sections.	R	Could be consolidated later, but current draft keeps separate emphasis.
28	School-Issued Equipment	Expanded to uniforms, equipment, gear, supplies, misuse, damage, and replacement costs/holds.	R	Clear parent/student notice on school property.
29	Quitting	Clarified athlete must meet directly with coach before leaving, changing schedules, or moving activities.	R	Protects communication and avoids athletes quietly walking away.
30	Awards	Kept local awards/letter jacket procedures; cleaned numbering/spacing.	R	Maintains coach/AD approval process.
31	Athletic Pass Policy	Kept local admission-pass rules and loss of pass for misuse/quitting/removal.	R	Useful local procedure; not a major policy change.
32	Tryouts	Kept language that tryouts/cuts may occur and coach decisions are final.	R	Important parent-facing notice.
33	Discipline Schedule / Penalties	Kept severity structure and consequence framework; formatting cleaned.	R/F	Most likely to need admin/legal discussion due to strongest consequences.
34	Disciplinary Procedure	Added sources of information that may support a violation finding: admission, staff observation, reports, photos/videos/messages/social media, credible info.	A	Clarifies decisions may be made without requiring criminal/legal proof.
35	Practice and Game Regulations	Consolidated attendance/preparation expectations and kept jewelry/personal items language.	C/R	Some overlap with practice section, but kept for quick parent clarity.
36	Tutoring / Retests	Clarified academics first, but students must	R	Protects academics while preventing no-

		communicate conflicts with coach in advance.		notice absences.
37	Accountability Measures	Added reasonable, supervised, non-excessive accountability language.	A	Helps frame conditioning/make-up work safely and appropriately.
38	Parent Meetings / Concerns	Kept parent meeting, chain of command, 24-hour rule, appropriate/inappropriate topics, and no confrontations before/during/after events.	R	One of the most useful parent-management sections.
39	CAP-PACT / Complaint Process	Kept communication partnership language and written concern/complaint process heading.	R	Supports chain of command and parent-coach communication standards.
40	Signature Page	Kept parent/student acknowledgment.	R	Needed because this is the signed code before eligibility.

**Lone Oak Independent School District
Athletic Department**



***Athletic and Extracurricular Code of
Conduct***

LONE OAK INDEPENDENT SCHOOL DISTRICT EXTRACURRICULAR CODE OF CONDUCT

We Believe:

The Athletic Department of a public school system should be a vital, contributing part of the total education system. It should serve as a working laboratory where students experience the skills and responsibilities of being part of a team. Our priority is not to produce college or professional athletes, but rather be an educational arm for helping to develop our students into the best citizens of our community that they can be.

The most important purpose or goal of the athletic department should be to help students, through competitive athletics, develop their bodies, minds, character and well-being into strong, contributing members of the society in which we live. We can do this only if we teach these young men and women to give their best and not be concerned only with winning or losing.

At all times, even when losing, the contests we participate in are games and, as such, should be fun for the participants and the spectators alike. When we lose sight of this fact and start playing only for the glory enjoyed when winning, then our value to the educational system has lessened.

Winning is a worthwhile goal and purpose when viewed in the proper perspective; if viewed as doing the best one is able to do and not only enjoying the intense competition but receiving its character building benefits, then winning can be one of the highest goals possible; but if winning is viewed only in terms of who comes out ahead on the scoreboard, then winning can be detrimental to accomplishing the basic worthwhile goals of the scholastic athletic program.

The Lone Oak Independent School District (“LOISD” or “the District”) encourages student participation in extracurricular activities. LOISD makes extracurricular activities available as an extension of the regular school program, with this important difference: participation in the regular curriculum is a right afforded to each student, while participation in the extracurricular program is a privilege that carries additional expectations for acceptable conduct. Students engaging in extracurricular activities represent not only themselves, but also other students and the District whether or not they are actively performing, competing, or participating in extracurricular activities and whether or not they are wearing uniforms or other clothing that identifies the student to the community or public in any setting as LOISD students. For this reason, their behavior should reflect the standards and expectations of LOISD at all times. Important goals of the extracurricular program are to give students direction in developing self-discipline, responsibility, pride, loyalty, leadership, teamwork, respect for authority, and healthy living habits.

I. Extracurricular Activities

The term “extracurricular activities” means, without limitation, all interscholastic athletics, cheerleading, drill team, clubs, special interest clubs, extracurricular fine arts performances, student government, athletic training/student managers and any other activities or group that participates in contests, competition, performances, community service projects, or school sponsored events on behalf of or as representatives of LOISD. The term includes any non-curricular event or membership or participation in groups, clubs, and organizations recognized or approved by the Board of Trustees and the District.

II. Jurisdiction

Because participation in extracurricular activities is a privilege and not a right, LOISD is authorized to set higher standards for participants of extracurricular activities than it would for those students who choose not to participate in these activities. Therefore, this Extracurricular Code of Conduct extends beyond the LOISD Student Code of Conduct not only in types of behavior prohibited but also in corresponding consequences and jurisdiction for imposing extracurricular consequences. In case of a conflict between this Code and the activity or sport-specific campus handbook, this Code will prevail.

This Extracurricular Code of Conduct will be enforced with all students in grades 7 – 12 participating in extracurricular activities regardless of:

- Whether school is in session;
- Whether the student is directly involved with the extracurricular activity at the time the prohibited conduct occurs;
- Whether the extracurricular activity is in-season;
- Where or when the conduct occurs.

It is possible that a student who violates the LOISD Student Code of Conduct will incur consequences from both the appropriate school administrator and from his or her coach or sponsor for the same particular conduct. It is also possible that a student participating in extracurricular activities could violate the LOISD Extracurricular Code of Conduct and be subject to discipline by a coach or sponsor without having violated the LOISD Student Code of Conduct.

ALL ATHLETES, REGARDLESS OF THE SPORT, MUST:

1. Abide by all University Interscholastic League (UIL) rule specifications and abide by local athletic policy.
2. Attend every practice session and athletic contest unless ill or emergencies arise. (Parents or athletes must call in if the athlete is not attending a practice session.)
3. At all times, respond to every situation with respect, maturity and sportsmanship.
4. Abide by all Lone Oak ISD, Athletic Department, campus and team guidelines and policies.
5. Maintain academic effort and meet all academic eligibility requirements.

Violation of these policies will result in appropriate disciplinary action and could result in suspension or removal from the athletic program at Lone Oak ISD. Therefore, we ask for your cooperation in motivating your son or daughter to observe these rules so that they may receive the program's maximum benefit.

Nothing in this Code prohibits a coach or sponsor from enforcing additional rules and regulations relating to a specific activity, provided those rules do not conflict with LOISD policy, the LOISD Student Code of Conduct, UIL rules, or applicable law. Additional team or activity rules should be clearly communicated to students and parents. It should be understood that any participant whose behavior is considered unacceptable by a coach or sponsor may have his or her privilege to participate in the extracurricular activity revoked. Any suspension or removal from an extracurricular activity is subject to review by the Athletic Director, campus administration, or district administration.

Sincerely,

Logan Turner
Executive Director of Athletics
lturner@loisd.net
903.634.5231

LONE OAK ISD ATHLETIC DEPARTMENT

Mission Statement: We will provide athletic programs that create a positive and prideful experience for all and prepare student athletes to compete in life.

ATHLETIC DEPARTMENT OBJECTIVES:

1. Involve as many students as possible in a positive athletic environment.
2. Instill in students an exemplary work ethic and the qualities of: accountability, citizenship, leadership and sportsmanship.
3. Promote participation and development at the sub-varsity level for students who are eligible, in good standing, and not restricted by game rules, safety concerns, disciplinary consequences, or program expectations.
4. Develop and maintain a complete and comprehensive off-season program.
5. Have all programs represented with class, character and dignity.
6. Demonstrate that each of our athletic teams is well coached, highly disciplined and well organized.
7. Establish a district-wide bond of loyalty and pride that reflects the principles, integrity and attitude of Lone Oak ISD.
8. Develop athletes to become strong competitors in their sport and the best gentlemen/ladies and citizens off the field.
9. Align the objectives of the Lone Oak ISD Athletic Department with the mission of Lone Oak ISD.

UIL HIGH SCHOOL (9-12)

Baseball

Basketball (Boys and Girls)

Cross Country (Boys and Girls)

Football

Golf (Boys and Girls)

Softball

Tennis (Boys and Girls)

Track (Boys and Girls)

Volleyball

Band

Cheer / Spirit

UIL MIDDLE SCHOOLS (7-8)

Basketball (Boys and Girls)

Cross Country (Boys and Girls)

Football

Track (Boys and Girls)

Volleyball

Please note: Due to coaching staff and schedule restraints, sports practices may have to utilize before or after school when in-season. The middle school, athletics, is designed to be a general athletic development class throughout the entire school year.

OVERVIEW

Participation in school sponsored activities is an excellent way for students to develop talents and build strong relationships with other students; participation, however, is a privilege, not a right. All students participating in athletics or extracurricular activities are expected to adhere to the Athletic/Extracurricular Code of Conduct as it applies to school-related or school-sponsored activities. Students involved in extracurricular activities are expected to exhibit the highest standards of conduct, sportsmanship and personal responsibility. Therefore, teachers, sponsors, coaches, and directors may develop and enforce codes of conduct for the individual activities. These activity-specific rules may address school-related and non-school-related misconduct, regardless of time or location, when the misconduct affects the student, team, organization, school, district, or extracurricular program. This would include any misconduct that would reflect negatively upon Lone Oak ISD. Additionally, the District has outlined the following consequences for misconduct by students involved in extracurricular activities. In the event there is a conflict between the *Student Handbook and Code of Conduct* and an individual extracurricular activity's code of conduct, the *Student Handbook and Code of Conduct* shall control. A student or parent may request a review of an extracurricular consequence through the appropriate coach, sponsor, Athletic Director, campus administrator, or district administrator.

Eligibility for continuing participation in extracurricular activities is governed by state law and the rules of the University Interscholastic League (UIL), which is a statewide association overseeing inter-district competition. Students and parents are responsible for following all current district requirements and UIL guidelines/rules.

DISTRICT EXPECTATION FOR ENFORCEMENT

In order to promote an equitable and fair system to support our students, it is an expectation that all coaches, sponsors, and directors clearly communicate the guidelines found within the Athletic and Extracurricular Code of Conduct and apply those guidelines consistently.

PROGRAM POLICY

Responsibility of an Athlete

All athletes have the responsibility to give their best, play to win, follow training guidelines, and exhibit good conduct and fair play at all times so as to be a credit to their school. Athletes, as well as coaches, are always on display. Athlete's actions in everyday life, both private and public, are a direct reflection on the athletic program and the school.

Multi-Sport/Dual Participation

1. All athletes are encouraged to participate in as many sports as their interests and abilities will allow. A student-athlete who decides to quit one sport will be ineligible for participation in another sport until the end of the season for the sport for which he/she has quit unless the head coaches of both sports and Athletic Director mutually agree to the student-athlete's participation.

There should be an order for choosing when a conflict occurs between sports and a resolution can't be found between coaches and players. The following is a guideline that can be used:

1. District events take precedence over non-district events.
2. Team sports take precedence over individual sports.
3. Games take precedence over scrimmages and practices.
4. UIL events will take precedence over non UIL events.
5. At NO TIME will a club or rec sport take the place of ANY school event.

Every effort should be made by the coaches to ensure the best solution is attained.

2. An athlete in-season for any Lone Oak ISD sport shall not participate in club competition at the same time without the Lone Oak ISD Head Coach's approval. A Lone Oak ISD athletic event should not be missed for a club event.
3. In the event a student-athlete misses a LOISD Athletic Competition, without prior approval, to participate in an activity, not under the direction of LOISD, the student-athlete has chosen that activity over a LOISD sport he/she may be released from the team at the head coach and athletic director's discretion.

Required Forms

All athletes in the district's athletic programs must have all required UIL, district, and athletic department forms completed and on file before participating in any practice, tryout, athletic period, open gym, open weight room, contest, or team travel.

All athletes must have a current UIL Pre-Participation Physical Evaluation completed and signed by an approved medical professional before participation. High school forms must be complete and on file with the athletic trainer or athletic department. Middle school coordinators are responsible for collecting and maintaining all middle school forms.

Required forms include, but are not limited to:

1. UIL Acknowledgment of Rules;
2. UIL Pre-Participation Physical Evaluation/Medical History;
3. UIL Concussion Acknowledgment Form;
4. UIL Parent and Student Agreement/Acknowledgment related to steroid rules;
5. UIL Sudden Cardiac Arrest Awareness Form;
6. Emergency medical authorization and parent contact information;
7. Any additional UIL, district, campus, or athletic department forms required for participation; and
8. LOISD Student-Athlete Parent Handbook acknowledgment.

On the Field or Court

1. Athletes are expected to understand that both winning and losing are part of competition. Athletes must compete with class, emotional control, and sportsmanship.
2. Athletes must refrain from profanity, display of temper, taunting, baiting, foul language, horseplay and illegal or unethical tactics.
3. Athletes will retain complete control of himself/herself at all times. Disrespect for coaches, officials, teammates, game workers, spectators or opponents will result in loss of respect for the athlete and in disciplinary action from the coach.
4. Athletes must follow all UIL, district, and team guidelines regarding uniforms, jewelry, equipment, and contest procedures.
5. Any athlete ejected from a contest must comply with all UIL rules and any district or team consequences related to the ejection.
6. Per UIL rules, an athlete ejected from a competition will comply with consequences described in Section 1208(i) (4). Any member of a team who leaves the bench, sideline, dugout, team area, or designated area during an altercation may be subject to consequences, even if the athlete does not physically participate in the altercation.
7. Any behavior contrary to the expectations above, or any other act that is not consistent with good sportsmanship, may result in removal from the contest and/or additional disciplinary action.

On Campus

1. Athletes must follow the LOISD dress code and all campus expectations during the school day and at any school-related or school-sponsored event. Student dress and appearance should reflect the standards of LOISD, the campus, and the athletic program.
2. Athletes are expected to refrain from fighting, scuffling, horseplay, disruption, disrespect, and other inappropriate behavior in and around school buildings, athletic facilities, buses, locker rooms, parking areas, and other school property.
3. An athlete assigned to DAEP, suspended from his/her home campus, or otherwise restricted by campus administration may not practice, work out, travel, or participate with the team unless allowed by district policy, campus administration, and athletic department procedures. Eligibility for future contests will be determined by district policy, UIL rules when applicable, campus administration, and the Athletic Director.
4. The use of audio or visual recording devices, including cell phones, smartwatches, tablets, cameras, or any other device capable of capturing images, video, or audio, is prohibited in locker rooms, changing areas, restrooms, showers, or similar private areas. Violations may be reported to campus administration, law enforcement, or other appropriate authorities and may result in disciplinary action, including suspension or removal from the athletic program.

In the Classroom

1. The athlete must understand that he/she is a student first and an athlete second. Student-athletes are expected to give proper time, effort, and attention to classroom responsibilities and meet all UIL, district, and campus academic requirements for participation.
2. The athlete must maintain a satisfactory citizenship and behavior record by giving respectful attention to classroom instruction and treating teachers, administrators, staff members, and fellow students with respect.
3. Tardiness, horseplay, disruption, disrespect, unnecessary talking, refusal to follow classroom expectations, or other unacceptable behavior may result in athletic consequences, including but not limited to extra accountability measures, suspension from participation, or removal from the athletic program.

During the Athletic Period and Practices

1. Athletes must notify the coach in advance if they need to miss an athletic period, practice, game, workout, meeting, or team activity. Absences from the athletic period will be handled according to campus attendance procedures. Missed practices or workouts may require make-up work, conditioning, or other accountability measures as determined by the coach.
2. Athletes are expected to be on time, dressed appropriately, and ready to participate when the tardy bell rings or at the time designated by the coach. Tardiness to the athletic period will be handled like tardiness to any other class and may also result in athletic consequences.
3. Athletes are expected to maintain a neat, clean, and safe locker room, dressing area, weight room, practice area, and athletic facility.
4. Athletes are responsible for securing all personal belongings in their assigned locker or designated area. LOISD is not responsible for misplaced, lost, stolen, or damaged personal property, textbooks, electronic devices, or other belongings.
5. Athletes are encouraged to practice proper hygiene before and after workouts, practices, and contests.
6. Appropriate behavior is expected at all times in locker rooms, dressing areas, showers and restrooms. Horseplay, fighting, harassment, bullying, inappropriate language, inappropriate exposure, recording, photography, or other conduct that violates privacy, safety, or team expectations may result in disciplinary action, including suspension or removal from the athletic program.

Team Travel

During team travel, an athlete will:

1. Travel to and from all away contests with the team unless prior approval is granted by the coach, Athletic Director, or campus administration. A student may be released only to his/her parent/guardian or to an adult designated in writing by the parent/guardian and approved by the coach.
2. Follow the LOISD dress code, team expectations, and coach instructions for travel attire.
3. Conduct himself/herself properly on the bus, or any school vehicles, at contest sites, restaurants, hotels, and all other travel locations. He/she will follow rules for bus ridership that govern all LOISD bus riders.
4. Receive coach approval before bringing electronic devices, speakers, gaming devices, or other personal items on team transportation.
5. Be responsible for staying informed knowing departure and return times, being on time for all departures, and inform your parents/guardians of the time to pick you up after the contest. Every effort will be made by the coaching staff to notify proper personnel as to unexpected changes in arrival time.
6. Understand that only coaches, athletes, athletic trainers/student trainers, managers, approved school personnel, and administrators may ride team transportation unless otherwise approved by campus or district administration.
7. All athletes must follow the LOISD Student Code of Conduct at all times.

Overnight Travel

When overnight travel is approved, athletes must:

1. Follow all curfews, room assignments, schedules, and instructions given by coaches, sponsors, administrators, or chaperones.
2. Remain in assigned rooms unless given permission by a coach, sponsor, administrator, or chaperone.
3. Travel to and from the event with the team unless prior approval is granted according to the team travel policy.
4. Understand that bags, rooms, or personal belongings may be checked when permitted by district policy, safety concerns, or reasonable suspicion.
5. Follow the LOISD Student Code of Conduct, Athletic and Extracurricular Code of Conduct, team rules, hotel rules, and all travel expectations.
6. Not possess, use, or be under the influence of alcohol, tobacco, nicotine products, vaping devices, THC products, controlled substances, or any prohibited substance.

Disrespect to Teacher or Coach

Disrespect toward a teacher, coach, administrator, staff member, official, opponent, teammate, or student will be addressed on an individual basis and may result in athletic consequences, including suspension or removal from participation. His/her conduct would determine his/her return during the period of the suspension or expulsion.

Personal Appearance and Grooming

Participation in competitive athletics is voluntary. Student-athletes are expected to follow the LOISD dress code, athletic department expectations, and team standards related to appearance, practice attire, game uniforms, travel attire, safety, and proper representation of Lone Oak ISD.

1. Representation: Athletes frequently travel to other schools, towns, communities, restaurants, and public events as representatives of LOISD. Athletes are expected to dress and present themselves in a manner that reflects positively on themselves, their team, and Lone Oak ISD.
2. Team Standards: Coaches may establish reasonable team standards for practice attire, game uniforms, travel attire, and team-issued equipment. These standards must be communicated to athletes and applied consistently.
3. Dress and Safety: Athletes must dress appropriately for athletic participation and comply with all school, athletic department, team, UIL, and safety requirements. Failure to dress out appropriately may result in make-up work, loss of participation privileges, or other consequences assigned by the coach.
4. Non-Discrimination: Dress, grooming, and appearance expectations will be applied in accordance with district policy and applicable law. Such expectations shall not discriminate against hair texture, protective hairstyles, cultural expression, religious expression, or other legally protected rights.

Injuries/Parent/Doctors Note

All injuries must be reported to the coach and athletic trainer as soon as possible. Coaches do not diagnose injuries or determine medical clearance. If an athlete misses practice or competition due to injury or illness, documentation from a physician, athletic trainer, or appropriate medical provider may be required before the athlete returns to participation.

A parent note may be used to notify the coach of a concern, but medical restrictions and return-to-play decisions will require documentation from a physician, athletic trainer, or appropriate medical provider.

Coaches do not diagnose injuries or determine medical clearance. An athlete who is restricted from participation due to injury, illness, suspected concussion, or other medical concern may be required to provide appropriate medical documentation before returning to practice, competition, athletic periods, workouts, or team activities.

Insurance

Lone Oak ISD maintains student accident insurance coverage for students participating in school-sponsored activities, including athletics, according to the terms of the district's current policy.

This coverage is limited accident coverage and is not a replacement for family health insurance. Coverage, benefit amounts, deductibles, exclusions, claim requirements, and payment of benefits are controlled by the insurance policy in effect at the time of injury.

Parents/guardians are responsible for any medical expenses, deductibles, co-pays, balances, or other costs not covered by the district's accident insurance policy or the family's personal insurance.

All athletic injuries should be reported to the coach and athletic trainer as soon as possible so proper documentation and claim procedures can be followed.

Eligibility

Participation in athletics and extracurricular activities is governed by state law, TEA rules, UIL rules, district policy, and campus procedures.

The UIL No Pass No Play rule requires students to meet academic eligibility standards in order to participate in contests and extracurricular activities. Students must maintain a grade of 70 or above in all classes unless an exemption applies under state law, TEA rules, UIL rules, or district policy.

Students must also meet UIL grade-level, credit, enrollment, attendance, transfer, and residency requirements when applicable. Coaches, sponsors, counselors, and campus administration will monitor eligibility throughout the school year.

A student who is academically ineligible may practice, but may not participate in contests, competitions, performances, or other restricted extracurricular activities until eligibility is regained under UIL and district procedures.

Students and parents are responsible for understanding and following all eligibility requirements. Questions about eligibility should be directed to the coach, sponsor, Athletic Director, counselor, or campus administration.

Behavior Expectations for Spectators

Parents, guardians, and spectators are expected to:

1. Show respect for players, coaches, officials, game workers, students, spectators, and support groups.
2. Respect the judgment and authority of game officials.
3. Support Lone Oak ISD in a positive manner and refrain from taunting, harassment, profanity, threats, or disruptive behavior.
4. Refrain from using or possessing alcohol, drugs, or other prohibited substances on or near school property or at school-sponsored events.
5. Model good sportsmanship and help those around them do the same.

LOISD may remove any spectator from an event and may prohibit attendance at future contests due to inappropriate, disruptive, threatening, or unsafe behavior. Game officials may request that school administration remove unruly spectators from a contest facility. Schools may be held responsible for spectator behavior under UIL rules.

The following rules apply to all athletes at all times

Student-athletes shall not possess, use, distribute, sell, attempt to purchase, or be under the influence of alcohol, tobacco, nicotine products, vaping devices, THC products, marijuana, controlled substances, synthetic substances, drug paraphernalia, or prescription/over-the-counter medication used in an improper manner.

The head coach will assign consequences for any violation of the rules stated above and follow the Lone Oak ISD Student Code of Conduct. His/her conduct would determine his/her return during the period of suspension or removal.

Theft

Stealing items from other players, students, schools, etc., will not be tolerated. Consequences will be determined on a case by case basis and may include suspension or removal from the team.

Hazing/Fighting/Bullying

Hazing, fighting, bullying, or any physical harm to another student may result in consequences including but not limited to a potential loss of athletic privileges.

School Issued Equipment

Student-Athletes are responsible for all school-issued equipment checked out to him/her. School-issued items must be used only for school-related purposes and may not be altered, traded, loaned, sold, damaged, or removed from school property without permission from the coach.

Lost, stolen, damaged, or unreturned items may result in replacement costs, holds, loss of privileges, or additional athletic consequences.

Quitting

A student/athlete who decides to quit one sport and enter another will be ineligible for participation in another sport until the end of the season for the sport from which he/she has quit. Unless mutually agreed upon by both head coaches and athletic director. A student/athlete quitting a sport will forfeit any award for that sport in that particular season. A student/athlete who decides to quit a sport and does not play another team sport is subject to removal from the athletic period at the discretion of the athletic director.

Before quitting or leaving a team, the student-athlete must meet with the head coach and communicate that decision directly. This applies before changing schedules, moving to another sport or activity, or ending participation for any other reason. All school-issued equipment, uniforms, and gear must be returned before the student-athlete may participate in another sport or activity.

Awards

1. Letter awards for athletics will be given only for varsity competition.
2. A standard athletic jacket will be given (as a one-time award) to athletes who meet the letter requirements in their particular sport or extracurricular activity.
3. To receive any athletic award a student must a) be passing, b) complete the season of said sport "in good standing" c) meet all standards set up by the coach, AD, and principal.
4. All coaches must have a policy for lettering before the season starts. This policy should be approved by the athletic director before the season begins. A copy of the letter jacket policy will be kept on file at the Athletic Department.
5. **Note:** A senior member of a squad who has made a positive contribution to the team and does not meet all specifications should be considered for an award.

Athletic "Pass" Policy

LOHS Athletes are provided with a pass that allows them free admission to athletic contests in LOISD. Athletes are not to ask a ticket seller/pass gate worker for free admission to any contest if they do not have their pass. Athletes will be given ONLY one pass for the entire school year. If it is lost or stolen, they will not be issued another. All gate workers reserve the right to deny entry or take up a pass from a student that is misbehaving or being unruly. Passes are ONLY given to High School Athletes, not Middle School. If an athlete quits or is removed from athletics, they lose their pass.

Tryouts

There may be times when it will be necessary to have tryouts for teams and cuts may be made. Tryout decisions are final and made by the head coach and his/her staff.

Discipline Schedule

Adherence to the above rules is vital to our overall success. Any player who repeatedly abuses the rules could be placed on probation, demoted, suspended, or dismissed from the team. The Head Coach will handle these cases on an individual basis. For infraction of the rules, players will perform some discipline/punishment decided by the head coach of that sport.

- All discipline will begin after the upcoming practice and they will be administered by the coach.
- Discipline/punishment will be administered by a coach at the end of formal practice.

NOTE: If a player is injured and cannot perform as determined by the trainer, then another discipline will be used as approved by the Head Coach.

Penalties

- | | |
|--------------------------|--|
| 1. Personal Conduct - | Discretion of Head Coach / A.D. |
| 2. Alcohol Use - | |
| 1 st Offense- | Player has 5 days to run 25 miles and is put on probation for one year. (No participation in a contest until finished) |
| 2 nd Offense- | Player is suspended for 1 yr. |
| 3. Illegal Drugs - | Suspension / AD ruling |
| 4. ISS - | Discipline for every day in ISS |

*ISS will be treated as an unexcused absence and the punishments be handled by the head coach of that sport. Their unexcused absence conditioning must be handles before they commence with a practice or game.

***If the specified activity involves physical activity, the student will be required to make up any conditioning or skills missed during the suspension. This will help ensure that the student is prepared to safely return to the physical activity once the suspension has ended.

- | | |
|---|--|
| 5. Unsportsmanlike Conduct / Fighting - | Discipline – 1 st offense
2 x Discipline – 2 nd offense
Suspension – 3 rd offense |
|---|--|

6. DAEP/Expulsion

1. If a student is assigned to DAEP or expelled, upon their return:
 - Depending on the seriousness of the offenses, and with administrative approval, the coach/director may remove the student from the program. Permanent removal means the student is not permitted to participate in the extracurricular activity for the remainder of the student's high school career.
 - The coach/director may assign a period not to exceed the length of the DAEP placement requirements for reinstatement, if the requirements for reinstatement have been satisfied. Until the requirements for reinstatement are completed, the student shall remain suspended or be permanently removed.
 - If the terms of the suspension are not met, and with administrative approval, the coach/director may permanently remove the student from the extracurricular activity.
2. In cases where the DAEP placement or expulsion involves several students from for an offense on a first or second strike if the offense results in an DAEP placement or expulsion. The coach/director, along with the principal, will meet with the student (and parents if they are available) to discuss the infraction, the penalty, the consequences for additional infractions, and sign acknowledgment of this information. All penalties that comply with the following criteria will be determined by the coach/director and principal:
 - ☐ Consideration on length of suspension and requirements for reinstatement if suspended will be determined by coach/director and principal based upon the severity of the offense.
 - **First Offense** – suspension plus requirements for reinstatement in the extracurricular activity; permanent removal may occur immediately at the first offense if the student's conduct results in a DAEP placement or expulsion

- **Second Offense** – suspension plus requirements for reinstatement in the extracurricular activity; permanent removal may occur immediately at the second offense if the student’s conduct results in a DAEP placement or expulsion
Permanent removal from the extracurricular activity on the second offense will occur if the offenses occur within a calendar year.
- **Third Offense** – permanent removal from the extracurricular activity

If an investigation is warranted due to conflicting information about a reported violation of the Extracurricular Activity Three-Strike Policy, the campus administration will conduct the investigation. A preponderance of evidence will be the standard for the disciplinary decision.

3. All decisions made at the campus level are final.

Disciplinary Procedure

A student may be considered in violation of the Athletic and Extracurricular Code of Conduct based on available information, including but not limited to:

1. Admission by the student;
2. Admission by the student’s parent/guardian;
3. Observation by an LOISD staff member;
4. Information reviewed by an LOISD administrator;
5. A written report from law enforcement or another agency;
6. A verbal report from law enforcement or another agency; or
7. Evidence such as photographs, videos, electronic messages, social media posts, or other credible information.

The coach, sponsor, Athletic Director, and/or campus administration may review the information before assigning extracurricular consequences.

Practice and Game Regulations

Student-athletes are expected to attend all practices, games, meetings, workouts, and team activities unless excused by the coach.

If a student-athlete must miss a practice, game, or team activity, the student-athlete or parent/guardian should notify the coach as soon as possible.

Student-athletes are expected to be on time, prepared, properly dressed, and ready to participate. Missed or unexcused practices, tardiness, lack of preparation, or failure to follow team expectations may result in make-up work, loss of playing time, suspension from participation, or additional athletic consequences.

No jewelry, personal electronic devices, or backpacks will be allowed during practices or games. New piercings must be removed during practice and games. Not only is this a safety issue, but we also practice following UIL rules for game purposes. Obey all rules.

Tutoring and any Re-tests

Student-athletes are students first and are expected to take care of all academic responsibilities.

When possible, all reasonable efforts should be made to schedule tutoring, retests, make-up work, and academic support outside of practice, game, workout, or team activity times.

If an academic responsibility conflicts with athletics, the student-athlete must communicate with the coach in advance.

Accountability Measures

Coaches may assign reasonable athletic accountability measures for violations of team rules, missed expectations, lack of effort, tardiness, missed communication, or other conduct concerns.

Accountability measures must be reasonable, supervised, related to the athletic program, and appropriate for the student-athlete’s age, health, safety, and circumstances.

Accountability measures shall not be excessive, unsafe, humiliating, degrading, or intended to cause harm. A student-athlete with a medical restriction or injury may be given an alternate accountability measure when appropriate.

Parent Meetings / Concerns

Before the start of each sport, the head coach will conduct a mandatory parents meeting regarding rules, regulations, and additional team rules will be distributed at that time.

If at any time, an athlete or parent has an issue/concern with a coach or program, the below process should be followed:

Concerns or problems will be addressed in this order:

- a. Athlete meets with Coach to discuss the problem.
- b. Athlete and/or Parents meet with the Coach.
- c. Athlete and/or Parents meet with Athletic Coordinator.
- d. Parents schedule a meeting with the Athletic Director.

Parents/guardians are encouraged to wait at least 24 hours after a contest before contacting a coach about concerns.

Appropriate concerns to discuss with a coach may include the treatment of a student-athlete, ways the student-athlete can improve, injury concerns, academic concerns, or behavior expectations.

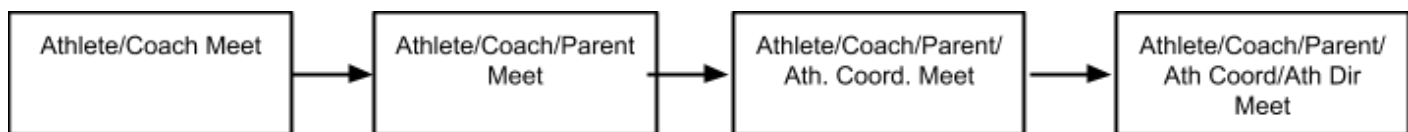
Concerns that are not appropriate for a parent/guardian to discuss with a coach include playing time, team strategy, play calling, other student-athletes, or personnel decisions.

Meetings with coaches should be scheduled at an appropriate time and place. Coaches should not be confronted before, during, or immediately after practices, contests, team activities, or in front of student-athletes.

The CAP- PACT Core Principles

- Coach, Athlete, Parent Are In Partnership
- Partnerships are built on honest and open communication.
- Communication is two-way and based upon mutual respect.
- Disputes are resolved according to specific written procedures.

LOISD Athletics Complaints/Concerns Process and Guidelines



Remember the "24-hour rule: Please wait 24 hours before approaching a coach either by phone or through email, this will allow all involved a "cooling down" period and also provides time for reflection.

By signing below, you acknowledge that you have read & understand the LOISD Athletic Regulations and Expectations.

Student Signature _____ Date _____

Parent Signature _____ Date _____

COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

**Leave
Administration**

The Superintendent shall develop administrative regulations addressing employee leaves and absences to implement the provisions of this policy.

Definitions

The term "immediate family" is defined as:

Immediate Family

1. Spouse.
2. Son or daughter, including a biological, adopted, or foster child, a son- or daughter-in-law, a stepchild, a legal ward, or a child for whom the employee stands *in loco parentis*.
3. Parent, stepparent, parent-in-law, or other individual who stands *in loco parentis* to the employee.
4. Sibling, stepsibling, and sibling-in-law.
5. Grandparent and grandchild.
6. Any person residing in the employee's household at the time of illness or death.

For purposes of the Family and Medical Leave Act (FMLA), the definitions of spouse, parent, son or daughter, and next of kin are found in DECA(LEGAL).

Family Emergency

The term "family emergency" shall be limited to disasters and life-threatening situations involving the employee or a member of the employee's immediate family.

Leave Day

A "leave day" for purposes of earning, using, or recording leave shall mean the number of hours per day equivalent to the employee's usual assignment, whether full-time or part-time.

School Year

A "school year" for purposes of earning, using, or recording leave shall mean the term of the employee's annual employment as set by the District for the employee's usual assignment, whether full-time or part-time.

Daily Rate of Pay

The "daily rate" of a contract employee, including a teacher, school counselor, or librarian, shall be computed by dividing the employee's annual salary by the number of duty days in the employee's contract year.

Catastrophic Illness
or Injury

A catastrophic illness or injury is a severe condition or combination of conditions affecting the mental or physical health of the employee or a member of the employee's immediate family that requires the services of a licensed practitioner for a prolonged period of time and that forces the employee to exhaust all leave time earned by that employee and to lose compensation from the District. Such conditions typically require prolonged hospitalization or recovery or are expected to result in disability or death. Conditions

COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

relating to pregnancy or childbirth shall be considered catastrophic if they meet the requirements of this paragraph.

Note: For District contribution to employee insurance during leave, see CRD(LOCAL).

Availability

The District shall make state personal leave and local leave for the current year available for use at the beginning of the school year.

**State Leave
Proration**

If an employee separates from employment with the District before his or her last duty day of the school year or begins employment after the first duty day of the school year, state personal leave shall be prorated based on the actual time employed.

If an employee separates from employment before the last duty day of the school year, the employee's final paycheck shall be reduced for state personal leave the employee used beyond his or her pro rata entitlement for the school year.

Medical Certification

An employee shall submit medical certification of the need for leave if:

1. The employee is absent more than three consecutive work-days because of personal illness or illness in the immediate family;
2. The District requires medical certification due to a questionable pattern of absences or when deemed necessary by the supervisor or Superintendent; or
3. The employee requests FMLA leave for the employee's serious health condition; a serious health condition of the employee's spouse, parent, or child; or for military caregiver leave.

In each case, medical certification shall be made by a health-care provider as defined by the FMLA. [See DECA(LEGAL)]

State Personal Leave

The Board requires employees to differentiate the manner in which state personal leave is used.

**Nondiscretionary
Use**

Nondiscretionary use of leave shall be for the same reasons and in the same manner as state sick leave accumulated before May 30, 1995. [See DEC(LEGAL)]

Nondiscretionary use includes leave related to the birth or placement of a child and taken within the first year after the child's birth, adoption, or foster placement.

Discretionary Use

Discretionary use of leave is at the individual employee's discretion, subject to limitations set out below.

COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

*Request for
Leave*

In deciding whether to approve or deny a request for discretionary use of state personal leave, the supervisor shall not seek or consider the reasons for which an employee requests to use leave. The supervisor shall, however, consider the duration of the requested absence in conjunction with the effect of the employee's absence on the educational program and District operations, as well as the availability of substitutes.

Discretionary use of state personal leave shall not exceed five consecutive workdays.

Local Leave

Each employee shall earn three paid local leave days per school year in accordance with administrative regulations.

Local leave shall accumulate to a maximum of 12 leave days.

Local leave shall be used according to the terms and conditions of state personal leave. [See State Personal Leave, above]

Bereavement Leave

An employee shall be granted three days of bereavement leave upon the death of a member of the employee's immediate family. Such leave shall be taken with no loss of pay or other paid leave.

After exhausting all bereavement leave, the employee may request from his or her supervisor up to four days of leave without pay or may use available paid leave.

Sick Leave Pool

An employee who has exhausted all paid leave as well as any applicable compensatory time and who suffers from a catastrophic illness or injury or is absent due to the catastrophic illness or injury of a member of the employee's immediate family may request the establishment of a sick leave pool, to which District employees may donate local leave for use by the eligible employee.

The pool shall cease to exist when the employee no longer needs leave for the purpose requested, uses the maximum number of days allowed under a pool, or exhausts all leave days donated to the sick leave pool.

The Superintendent shall develop regulations for the implementation of the sick leave pool that address the following:

1. Procedures to request the establishment of a sick leave pool;
2. The maximum number of days an employee may donate to a sick leave pool;
3. The maximum number of days per school year an eligible employee may receive from a sick leave pool; and
4. The return of unused days to donors.

COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

Appeal	An employee may appeal a decision regarding the establishment or implementation of the District's sick leave pool in accordance with DGBA(LOCAL), beginning with the Superintendent or appropriate administrator.
Family and Medical Leave	The District shall make FMLA leave available to employees in accordance with DECA(LEGAL) and the following provisions.
Concurrent Use of Paid Leave	FMLA leave shall run concurrently with applicable paid leave and compensatory time, as applicable, except as provided below.
<i>Exception</i>	A teacher shall notify the appropriate administrator if they choose not to use paid leave concurrently with FMLA leave for an absence related to pregnancy or the birth or adoption of child.
Twelve-Month Period	For purposes of an employee's entitlement to FMLA leave, the 12-month period shall begin on the first duty day of the school year.
Combined Leave for Spouses	When both spouses are employed by the District, the District shall not limit FMLA leave for the birth, adoption, or placement of a child, or to care for a parent with a serious health condition, to a combined total of 12 weeks, nor shall the District limit military caregiver leave to a combined total of 26 weeks.
Intermittent or Reduced Schedule Leave	The District shall permit use of intermittent or reduced schedule FMLA leave for the care of a newborn child or for the adoption or placement of a child with the employee.
Certification of Leave	When an employee requests leave, the employee shall provide certification, in accordance with FMLA regulations, of the need for leave.
Fitness-for-Duty Certification	In accordance with administrative regulations, when an employee takes FMLA leave due to the employee's own serious health condition, the employee shall provide, before resuming work, a fitness-for-duty certification.
Leave at the End of Semester	When a teacher takes leave near the end of the semester, the District may require the teacher to continue leave until the end of the semester.
Temporary Disability Leave	Any full-time employee whose position requires educator certification by the State Board for Educator Certification or by the District shall be eligible for temporary disability leave. The maximum length of temporary disability leave shall be 180 calendar days. [See DBB(LOCAL) for temporary disability leave placement and DEC(LEGAL) for return to active duty.] An employee's notification of need for extended absence due to the employee's own medical condition shall be forwarded to the Superintendent as a request for temporary disability leave.

COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

The District shall require the employee to use temporary disability leave and paid leave, including any compensatory time, concurrently with FMLA leave.

**Workers'
Compensation**

Note: Workers' compensation is not a form of leave. The workers' compensation law does not require the continuation of the District's contribution to health insurance.

An absence due to a work-related injury or illness shall be designated as FMLA leave, temporary disability leave, and/or assault leave, as applicable.

No Paid Leave
Offset

The District shall not permit the option for paid leave offset in conjunction with workers' compensation income benefits. [See CRE]

Court Appearances

Absences due to compliance with a valid subpoena or for jury duty shall be fully compensated by the District and shall not be deducted from the employee's pay or leave balance.

**Payment for
Accumulated Leave
Upon Retirement**

The following leave provisions shall apply to state and local leave accumulated beginning on the original effective date of this program.

An employee who retires from the District shall be eligible for payment for accumulated state and local leave under the following conditions:

1. The employee's retirement is voluntary, i.e., the employee is not being discharged or nonrenewed.
2. The employee provides advance written notice of intent to retire. Employees must provide written notice at least 60 days before the last day of employment.
3. The employee has at least five years of service with the District.

The employee shall receive payment for each day of accumulated state and local leave, to a maximum of 100 days, at a rate established by the Board. If the employee is reemployed with the District, days for which the employee received payment shall not be available to that employee.

The rate established by the Board shall be in effect until the Board adopts a new rate. Any changes to the rate shall apply beginning with the school year following the adoption of the rate change.

Lone Oak Independent School District Student Code of Conduct



Lone Oak Independent School District Student Code of Conduct

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Lone Oak Independent School District Student Code of Conduct

Accessibility

If you have difficulty accessing the information in this document because of disability, please contact the district at (903) 662-5051.

Purpose

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

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

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

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

Not later than the first day of the 2025-2026 school year, the Texas Education Agency (TEA) shall prepare and provide to each school district a report identifying each law relating to school discipline that was amended or added by the 89th Legislature, Regular Session, 2025. A school district shall provide to each student and the parent of or person standing in parental relation to the student the prepared report.

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

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

General Conduct Violations

School District Authority and Jurisdiction

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

The district has disciplinary authority over a student:

1. During the regular school day;
2. While the student is traveling on district transportation;
3. During lunch periods in which a student is allowed to leave campus;
4. At any school-related activity, regardless of time or location;
5. For any school-related misconduct, regardless of time or location;
6. When retaliation against a school employee, board member, or volunteer occurs or is threatened, regardless of time or location;
7. When a student engages in cyberbullying, as defined by [Education Code 37.0832](#);
8. When criminal mischief is committed on or off school property or at a school-related event;
9. For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line;
10. For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas;
11. When the student commits a felony, as provided by [Education Code 37.006, 37.007, or 37.0081](#); and
12. When the student is required to register as a sex offender.

Campus Behavior Coordinator

As required by law, a single person at each campus must be designated to serve as the campus behavior coordinator (CBC). The designated person may be the principal, or any other campus administrator selected by the principal. Additional staff members may assist the CBC in the performance of the CBC's duties, provided that the CBC personally verifies that all aspects of [Chapter 37, Subchapter A](#) are appropriately implemented. The CBC is primarily responsible for maintaining student discipline. The CBC shall monitor disciplinary referrals and report the following behavior to the campus's threat assessment and safe and supportive school team:

- Conduct that contains the elements of the offense of terroristic threat under [Penal Code 22.07](#);
- Conduct that contains the elements of the offense of unlawfully carrying weapons under [Penal Code 46.02](#);

General Conduct Violations

- Conduct that contains the elements of the offense of exhibiting, using, or threatening to exhibit or use a firearm under [Education Code 37.125](#); and
- Any concerning student behaviors or behavioral trends that may pose a serious risk of violence to the student or others.

The district shall post on its website and in the Student Handbook, for each campus, the email address and telephone number of the person serving as CBC. Contact information may be found at <http://www.loneoakisd.net> and at <https://www.loneoakisd.net/for-parents/student-handbook>.

Threat Assessment and Safe and Supportive School Team

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

Searches

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

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

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

Reporting Crimes

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

Security Personnel

The board utilizes police officers to ensure the security and protection of students, staff, and property. In accordance with law, the board has coordinated with the CBC and other district employees to ensure appropriate law enforcement duties are assigned to these persons. Provisions addressing the various types of security personnel can be found in the CKE policy series.

The law enforcement duties of district police officers are to implement the District's comprehensive safety programs and Board policy. A district police officer shall perform

General Conduct Violations

duties as included in the District improvement plan and the Student Code of Conduct. A district police officer shall not be assigned routine classroom discipline or administrative tasks.

All district police officers shall receive at least the minimum amount of education and training required by law.

“Parent” Defined

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

Participating in Graduation Activities

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

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

Students eligible to give the opening and closing remarks at graduation shall be notified by the campus principal. Notwithstanding any other eligibility requirements, in order to be considered eligible, a student shall not have engaged in any misconduct that resulted in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

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

Unauthorized Persons

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

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

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

[See Restrictions During Placement for information regarding a student assigned to DAEP at the time of graduation.]

General Conduct Violations

Standards for Student Conduct

Each student is expected to:

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

General Conduct Violations

General Conduct Violations

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

Disregard for Authority

Students shall not:

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

Mistreatment of Others

Students shall not:

- Use profanity or vulgar language or make obscene gestures.
- Fight or scuffle. [See Placement and/or Expulsion for Certain Offenses for assault.]
- Threaten a district student, employee, or volunteer, including off school property if the conduct causes a substantial disruption to the educational environment.
- Engage in any behavior that violates the Student Code of Conduct and is motivated by antisemitism. [See Glossary]
- Engage in bullying, cyberbullying, harassment, or making hit lists. (See Glossary for all four terms.)
- Release or threaten to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.
- Engage in sexual or gender-based harassment or sexual abuse, whether by word, gesture, or any other conduct directed toward another person, including a district student, employee, board member, or volunteer.
- Engage in conduct that constitutes dating violence. [See Glossary]
- Engage in inappropriate or indecent exposure of private body parts.
- Participate in hazing. [See Glossary]
- Coerce an individual to act through the use or threat of force.
- Commit extortion or blackmail.

General Conduct Violations

- Engage in inappropriate verbal, physical, or sexual conduct directed toward another person, including a district student, employee, or volunteer.
- Record the voice or image of another without the prior consent of the individual being recorded or in any way that disrupts the educational environment or invades the privacy of others.

Property Offenses

Students shall not:

- Damage or vandalize property owned by others. [See Placement and/or Expulsion for Certain Offenses for felony criminal mischief.]
- Deface or damage school property, including textbooks, technology and electronic resources, lockers, furniture, and other equipment, with graffiti or by other means.
- Steal from students, staff, or the school.
- Commit or assist in a robbery or theft, even if it does not constitute a felony according to the Penal Code. [See Placement and/or Expulsion for Certain Offenses for felony robbery, aggravated robbery, and theft.]
- Enter, without authorization, district facilities that are not open for operations.

Possession of Prohibited Items

Students shall not possess or use:

- Fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device;
- A razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person;
- A “look-alike” weapon that is intended to be used as a weapon or could reasonably be perceived as a weapon;
- An air gun or BB gun;
- A short barrel firearm;
- Ammunition;
- A hand instrument designed to cut or stab another by being thrown;
- A firearm silencer or suppressor;
- *A location-restricted knife;
- *A club;
- *A firearm;
- A stun gun;
- Knuckles;

General Conduct Violations

- A pocketknife or any other small knife;
- Mace or pepper spray;
- Pornographic material;
- Tobacco products; nicotine products (including nicotine pouches); look-alike or imitation nicotine products (including energy pouches marketed or packaged similarly to nicotine pouches); cigarettes; e-cigarettes; and any component, part, or accessory for an e-cigarette device.
- Matches or a lighter;
- A laser pointer, unless it is for an approved use; or
- Any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists.

*See Placement and/or Expulsion for Certain Offenses for weapons and firearms. In many circumstances, possession of these items is punishable by mandatory expulsion under federal or state law.

Possession of Personal Communication Devices

- Students shall not use a personal communication device, including a cell phone, or other electronic device (i.e., wireless earbuds/headphones, iPad, smart watch) on school property during the school day. [See Glossary]
- Students shall have all communication devices powered-off.
 - Powered-on cell phones shall be confiscated by staff
- Students must have all communication devices in a backpack, school-issued computer bag, or locker at all times.
 - Communication devices outside of backpacks or lockers shall be confiscated by staff.
- The district may authorize the use of a personal communication device for the following reasons:
 - To implement an individualized education program (IEP) or for a plan created under [Section 504, Rehabilitation Act of 1973 \(29 U.S.C Section 794\)](#) or a similar program or plan;
 - With documented medical need based on a directive from a qualified physician; or
 - To comply with a health or safety requirement imposed by law or as part of the district's safety protocols.

Inappropriate use of a personal communication device during the school day will result in the following tiered disciplinary action, which will renew each 9 week grading period, in accordance with this Code of Conduct:

General Conduct Violations

- **1st Violation:** Device confiscated, incident documented, parent/guardian contacted. For elementary and middle school students, a parent will need to come to campus to retrieve. For high school students, student will need to retrieve device from campus administration at the end of the instructional day.
- **2nd Violation:** Device confiscated, incident documented, parent/guardian contacted. For elementary and middle school students, a parent will need to come to campus to retrieve. For high school students, student will need to retrieve device from campus administration at the end of the instructional day. **Student will serve an after-school detention.**
- **3rd Violation:** Device confiscated, incident document, parent/guardian contacted. **Student must relinquish device to main campus office every morning for the remainder of the 9 weeks.**

If a student disrespectfully or combatively refuses to comply with the directive to relinquish a cell phone or other device when directed to do so, he/she will be automatically placed in ISS (In-School Suspension) for the remainder of that school day.

Illegal, Prescription, and Over-the-Counter Drugs

Students shall not:

- Possess, use, give, or sell alcohol or an illegal drug. [See Disciplinary Alternative Education Program (DAEP) Placement and Expulsion for mandatory and permissive consequences under state law.]
- Possess or sell seeds or pieces of marijuana in less than a usable amount.
- Possess, use, give, or sell paraphernalia related to any prohibited substance. [See Glossary for “paraphernalia.”]
- Possess, use, abuse, or sell look-alike drugs or attempt to pass items off as drugs or contraband.
- Abuse the student’s own prescription drug, give a prescription drug to another student, or possess or be under the influence of another person’s prescription drug on school property or at a school-related event. [See Glossary for “abuse.”]
- Abuse over-the-counter drugs. [See Glossary for “abuse.”]
- Be under the influence of prescription or over-the-counter drugs that cause impairment to body or mind. [See Glossary for “under the influence.”]
- Have or take prescription drugs or over-the-counter drugs at school other than as provided by district policy.

DRUG TESTING POLICY

Positive Results

If the drug test indicates positive results, the laboratory will immediately forward the results to its MRO. The MRO will contact the designated school official to report the

General Conduct Violations

positive result. The school official will contact the parent/guardian to determine if prescription medication or other legal substances may have caused the positive result. This information will be provided to the MRO who will confirm or refute the results of the test. If a positive test is confirmed, the MRO will notify the designated school official. The school official will notify the parent/guardian of a confirmed positive result.

First Offense

Upon the first confirmed positive test result, the parent/guardian and student will meet with the principal and/or counselor to discuss the test results and consequences. The student will be required to attend and successfully complete a drug education program approved by the district. The student will be suspended from participation in all extracurricular activities for 30 calendar days. At the end of the suspension, the student must submit to a drug test by a nationally certified drug-testing laboratory. The student and parent/guardian will be responsible for the cost of the test. The student will be subject to testing on each district test date thereafter. The student and parent/guardian will be responsible for the cost of all further testing.

Second Offense

Upon the second confirmed positive test result, the parent/guardian and student will meet with the principal and/or counselor to discuss the test results and consequences. The student will be required to attend and successfully complete a drug education program approved by the district. The student will be suspended from participation in all extracurricular activities for 90 calendar days. At the end of the suspension, the student must submit to a drug test by a nationally certified drug-testing laboratory. The student and parent/guardian will be responsible for the cost of the test. The student will be subject to testing on each district test date thereafter. The student and parent/guardian will be responsible for the cost of all further testing.

Refusal

If a student refuses any test as required or authorized by this policy, the student will receive the same consequences as set out for a positive result for each refusal.

Misuse of Technology Resources and the Internet

Students shall not:

- Violate policies, rules, or agreements signed by the student or the student's parent regarding the use of technology resources.
- Attempt to access or circumvent passwords or other security-related information of the district, students, or employees or upload or create computer viruses, including off school property if the conduct causes a substantial disruption to the educational environment.
- Attempt to alter, destroy, or disable district technology resources including, but not limited to, computers and related equipment, district data, the data of others,

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or other networks connected to the district's system, including off school property if the conduct causes a substantial disruption to the educational environment.

- Use the internet or other electronic communications to threaten or harass district students, employees, board members, or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Send, post, deliver, or possess electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including cyberbullying and "sexting," either on or off school property, if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Use the internet or other electronic communication to engage in or encourage illegal behavior or threaten school safety, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Utilize artificial intelligence in a way that would constitute academic dishonesty or as a means of engaging in any other prohibited conduct.

Safety Transgressions

Students shall not:

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

Miscellaneous Offenses

Students shall not:

- Violate dress and grooming standards as communicated in the Student Handbook.
- Engage in academic dishonesty, which includes cheating or copying the work of another student, unauthorized use of artificial intelligence, plagiarism, and unauthorized communication between students during an examination.
- Gamble.

General Conduct Violations

- Falsify records, passes, or other school-related documents.
- Engage in actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Repeatedly violate other communicated campus or classroom standards of conduct.

The district may impose campus or classroom rules in addition to those found in the Code of Conduct. These rules may be posted in classrooms or given to the student and may or may not constitute violations of the Code of Conduct.

General Conduct Violations

Discipline Management Techniques

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

First-Time Offense of Possession or Use of Nicotine Delivery Product or E-Cigarette

An appropriate administrator may place a student in a disciplinary alternative education program for the first-time offense of possession or use of a nicotine delivery product or e-cigarette, as defined by [Section 161.081, Health and Safety Code](#).

If a student who possesses or uses an e-cigarette is not placed in a disciplinary alternative education program for the first-time offense under [Education Code 37.008](#), the student shall be placed in in-school suspension for a period of at least 10 school days.

Students with Disabilities

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

In accordance with the [Education Code](#), a student who receives special education services may not be disciplined in a manner that results in a change to the student's educational placement for conduct meeting the definition of bullying, cyberbullying, harassment, or making hit lists [see Glossary] until an Admission, Review, and Dismissal (ARD) committee meeting has been held to review the conduct.

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

Techniques

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

- Verbal correction, oral or written.
- Cooling-off time or a brief "time-out" period, in accordance with law.

General Conduct Violations

- Seating changes within the classroom or vehicles owned or operated by the district.
- Temporary confiscation of items that disrupt the educational process.
- Rewards or demerits.
- Behavioral contracts.
- Counseling by teachers, school counselors, or administrative personnel.
- Parent-teacher conferences.
- Behavior coaching.
- Anger management classes.
- Mediation (victim-offender).
- Classroom circles.
- Family group conferencing.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.
- Detention, including outside regular school hours.
- Sending the student to the office, another assigned area, or to in-school suspension (ISS).
- Assignment of school duties, such as cleaning or picking up litter.
- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- Penalties identified in student organizations' extracurricular standards of behavior.
- Restriction or revocation of district transportation privileges.
- School-assessed and school-administered probation.
- Corporal punishment, unless the student's parent or guardian has provided a signed statement prohibiting its use.
- In-school suspension, as specified in **In-School Suspension** on page 19.
- Out-of-school suspension, as specified in **Out-of-School Suspension** on page 20.
- Placement in a DAEP, as specified in **Disciplinary Alternative Education Program (DAEP) Placement** on page 22.
- Expulsion and/or placement in an alternative educational setting, as specified in **Placement and/or Expulsion for Certain Offenses** on page 22.
- Expulsion, as specified in **Expulsion** on page 32.

General Conduct Violations

- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.
- Other strategies and consequences as determined by school officials.

Prohibited Aversive Techniques

Aversive techniques are prohibited for use with students and are defined as techniques or interventions intended to reduce the reoccurrence of a behavior by intentionally inflicting significant physical or emotional discomfort or pain. Aversive techniques include:

- Using techniques designed or likely to cause physical pain, other than corporal punishment as permitted by district policy. [See policy FO(LOCAL)]
- Using techniques designed or likely to cause physical pain by electric shock or any procedure involving pressure points or joint locks.
- Directed release of noxious, toxic, or unpleasant spray, mist, or substance near a student's face.
- Denying adequate sleep, air, food, water, shelter, bedding, physical comfort, supervision, or access to a restroom facility.
- Ridiculing or demeaning a student in a manner that adversely affects or endangers the learning or mental health of the student or constitutes verbal abuse.
- Employing a device, material, or object that immobilizes all four of a student's extremities, including prone or supine floor restraint.
- Impairing the student's breathing, including applying pressure to the student's torso or neck or placing something in, on, or over the student's mouth or nose or covering the student's face.
- Restricting the student's circulation.
- Securing the student to a stationary object while the student is standing or sitting.
- Inhibiting, reducing, or hindering the student's ability to communicate.
- Using chemical restraints.
- Using time-out in a manner that prevents the student from being able to be involved in and progress appropriately in the required curriculum or any applicable individualized education program (IEP) goals, including isolating the student using physical barriers.
- Depriving the student of one or more of the student's senses, unless the technique does not cause the student discomfort or complies with the student's IEP or behavior intervention plan (BIP).

General Conduct Violations

Notification

The CBC shall promptly notify a student's parent by phone or in person of any violation that may result in in-school or out-of-school suspension, placement in a DAEP, placement in a JJAEP, or expulsion. The CBC shall also notify a student's parent if the student is taken into custody by a law enforcement officer under the disciplinary provisions of [Education Code 37.0012\(d\)](#).

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

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

Parental Involvement

The district has not adopted a policy for parental involvement in school disciplinary placements under [Education Code 37.0014](#).

Appeals

Questions from parents regarding disciplinary measures should be addressed to the teacher, campus administration, or CBC, as appropriate. Appeals or complaints regarding the use of specific discipline management techniques should be addressed in accordance with policy FNG(LOCAL). A copy of this policy may be obtained from the central administration office or online at www.loneoakisd.net.

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

General Conduct Violations

Removal from the School Bus

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

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

General Conduct Violations

Removal from the Regular Educational Setting

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

Routine Referral

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

Formal Teacher Removal

A teacher may initiate a formal removal from class if:

1. A student's behavior repeatedly interferes with the teacher's ability to teach the class or with other students' ability to learn.
2. A student demonstrates behavior that is unruly, disruptive, or abusive toward the teacher, another adult, or another student in the classroom.
3. A student engages in conduct that constitutes bullying, as defined by [Education Code 37.0832.0](#).

A teacher, CBC, or other appropriate administrator must notify a parent or person standing in parental relation to the student of the formal removal. A teacher may remove a student from class based on a single incident of behavior.

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

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

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

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

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

General Conduct Violations

Returning a Student to the Classroom

A student who has been formally removed from class by a teacher for conduct against the teacher containing the elements of assault, aggravated assault, sexual assault, or aggravated sexual assault may not be returned to the teacher's class without the teacher's written consent.

A student who has been formally removed by a teacher for any other conduct may not be returned to the teacher's class without the teacher's written consent unless the placement review committee determines that the teacher's class is the best or only alternative, and not later than the third class day after the day the student was removed from class, a conference in which the teacher was provided an opportunity to participate has been held. The student may not be returned to the teacher's class unless the teacher provides written consent for the student's return or a return to class plan has been prepared for that student.

Appeals of Formal Teacher Removals

A student may appeal the teacher's removal of the student from class to the school's placement review committee or the campus's threat assessment and safe and supportive school team, in accordance with a district policy providing for such an appeal to be made to this team.

General Conduct Violations

In-School Suspension

An in-school suspension is not subject to any time limit.

A school's principal or other appropriate administrator shall review the in-school suspension of a student at least once every 10 school days after the date of the suspension begins to evaluate the educational progress of the student and to determine if continued in-school suspension is appropriate.

During in-school suspension, a student shall receive appropriate behavioral support services and comparable educational services as the student would receive in the classroom. If the student receives special education services, the student must continue to receive special education and related services specified in the student's individualized education program (IEP) and continue to have an opportunity to progress in the general curriculum.

[See First-Time Offense of Possession or Use of Nicotine Delivery Product or E-Cigarette for limitations to the general rule.]

Process

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

The CBC shall determine the number of days of a student's suspension.

In deciding whether to order in-school suspension, the CBC shall take into consideration:

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

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

General Conduct Violations

Out-of-School Suspension

Misconduct

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

The district shall not use out-of-school suspension for students below grade 3 unless the conduct meets the requirements established in law.

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

- Conduct that contains the elements of a weapons offense, as provided in [Penal Code sections 46.02 or 46.05](#);
- Conduct that threatens the immediate health and safety of other students in the classroom;
- Documented conduct that results in repeated or significant disruption to the classroom; or
- Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of marijuana, an alcoholic beverage, or a controlled substance or dangerous drug as defined by federal or state law.

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

Process

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

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

The CBC shall determine the number of days of a student's suspension, not to exceed three school days.

In deciding whether to order out-of-school suspension, the CBC shall take into consideration:

1. Self-defense [see Glossary];
2. Intent or lack of intent at the time the student engaged in the conduct;

General Conduct Violations

3. The student's disciplinary history;
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care); or
6. A student's status as homeless.

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

Alternative Assignment

A parent or person standing in parental relation to the student may submit a written request to the principal or other appropriate administrator to reassign a student placed in out-of-school suspension. The parent or person standing in parental relation to the student must provide information and documentation that they are unable to provide suitable supervision for the student during school hours during the period of the suspension. It is the sole discretion of the principal or other appropriate administrator to reassign the student placed in out-of-school suspension.

Coursework During Suspension

The district shall ensure a student receives access to coursework for foundation curriculum courses while the student is placed in in-school or out-of-school suspension, including at least one method of receiving this coursework that doesn't require the use of the internet.

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

General Conduct Violations

Disciplinary Alternative Education Program (DAEP) Placement

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

For purposes of DAEP, elementary classification shall be kindergarten-grade 5 and secondary classification shall be grades 6-12.

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

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

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

Discretionary Placement: Misconduct That May Result in DAEP Placement

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

Misconduct Identified in State Law

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

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

General Conduct Violations

- Assault by offensive or provocative physical contact.
- Engages in conduct that contains the elements of the offense of disruptive activities under [Education Code 37.123](#).
- Engages in conduct that contains the elements of the offense of disruption of classes under [Education Code 37.124](#).
- Possesses or uses an e-cigarette, as defined by [Section 161.081, Health and Safety Code](#), except that if a student who possesses or uses an e-cigarette is not placed in a disciplinary alternative education program for the first-time offense under [Education Code 37.008](#), the student shall be placed in in-school suspension for a period of at least 10 school days. See First-Time Offense of Possession or Use of Nicotine Delivery Product or E-Cigarette for additional information.

In accordance with state law, a student **may** be placed in a DAEP if the superintendent or the superintendent's designee has reasonable belief [see Glossary] that the student engaged in conduct punishable as a felony that occurs off school property and not at a school-sponsored or school-related event, if the student's presence in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process. Aggravated robbery or felonies listed as offenses in Title 5 [see Glossary] of the Penal Code are punishable as mandatory expulsions.

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

Mandatory Placement: Misconduct That Requires DAEP Placement

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

- Engages in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school. [see Glossary]
 - Commits the following offenses on school property, within 300 feet of school property as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:
 - Engages in conduct punishable as a felony.
 - Commits an assault [see Glossary] under [Penal Code 22.01\(a\)\(1\)](#).
 - Except as provided by [Education Code 37.007\(a\)\(3\)](#), sells, gives, or delivers to another person or possesses, uses, or is under the influence of a controlled substance or dangerous drug in an amount not constituting a felony offense. [School-related felony drug offenses are addressed in Expulsion.] [See Glossary for "under the influence," "controlled substance," and "dangerous drug."]

General Conduct Violations

- Sells, gives, or delivers to another person or possesses, uses, or is under the influence of marijuana or THC. A student with a valid prescription for low-THC cannabis as authorized by [Chapter 487 of the Health and Safety Code](#) does not violate this provision.
- Sells, gives, or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of alcohol; or possesses, uses, or is under the influence of alcohol.
- Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals.
- Sells, gives, or delivers to another person an e-cigarette, as defined by [Section 161.081, Health and Safety Code](#).
- Behaves in a manner that contains the elements of the offense of public lewdness or indecent exposure. [see Glossary]
- Engages in conduct that contains the elements of an offense of harassment against an employee under [Penal Code sections 42.07\(a\)\(1\), \(2\), \(3\), or \(7\)](#).
- Engages in expellable conduct and is six to nine years of age.
- Commits a federal firearms violation and is younger than six years of age.
- Engages in conduct that contains the elements of the offense of retaliation under [Penal Code 36.06](#) against any school employee or volunteer on or off school property.
- Engages in conduct that contains the elements of harassment under [Penal Code 42.07](#) against any school employee or volunteer on or off of school property.

The student receives deferred prosecution [see Glossary], or a court or jury finds that the student has engaged in delinquent conduct [see Glossary], or the superintendent or designee has a reasonable belief [see Glossary] under [Section 53.03, Family Code](#), for conduct defined as any of the following offenses under the Penal Code:

1. A felony offense under [Title 5](#);
2. The offense of deadly conduct under [Section 22.05](#);
3. The felony offense of aggravated robbery under [Section 29.03](#);
4. The offense of disorderly conduct involving a firearm under [Section 42.01\(a\)\(7\) or \(8\)](#); or
5. The offense of unlawfully carrying weapons under [Section 46.02](#), except for an offense punishable as a Class C misdemeanor under that section.

Sexual Assault and Campus Assignments

A student shall be transferred to another campus if:

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

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

Process

Removals to a DAEP shall be made by the CBC.

Conference

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

At the conference, the CBC or appropriate administrator shall provide the student:

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

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

Consideration of Mitigating Factors

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

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

Placement Order

After the conference, if the student is placed in a DAEP, the CBC shall write a placement order. A copy of the DAEP placement order and information for the parent or

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person standing in parental relation to the student regarding the process for requesting a full individual and initial evaluation of the student for purposes of special education services shall be sent to the student and the student's parent.

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

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

DAEP at Capacity

If a DAEP is at capacity at the time the CBC is deciding placement for conduct related to marijuana, THC, an e-cigarette, alcohol, or an abusable volatile chemical, the student shall be placed in ISS then transferred to a DAEP for the remainder of the period if space becomes available before the expiration of the period of the placement.

If a DAEP is at capacity at the time the CBC is deciding placement for a student who engaged in violent conduct, a student placed in a DAEP for conduct related to marijuana, THC, an e-cigarette, alcohol, or an abusable volatile chemical may be placed in ISS to make a position in the DAEP available for the student who engaged in violent conduct. If a position becomes available in a DAEP before the expiration of the period of the placement for the student removed, the student shall be returned to a DAEP for the remainder of the period.

Coursework Notice

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

Length of Placement

The CBC shall determine the duration of a student's placement in a DAEP.

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

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

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

General Conduct Violations

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

Vaping Offenses Mandatory DAEP Placement

1st Offense-8 Days DAEP

2nd Offense-30 Days DAEP

3rd Offense-45 Days DAEP

Exceeds One Year

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

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

Exceeds School Year

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

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

1. The student's presence in the regular classroom or campus presents a danger of physical harm to the student or others; or
2. The student has engaged in serious or persistent misbehavior [see Glossary] that violates the district's Code of Conduct.

Exceeds 60 Days

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

Appeals

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

Student or parent appeals regarding a student's placement in a DAEP should be addressed in accordance with policy FNG(LOCAL). A copy of this policy may be obtained from the central administration office or online at www.loneoakisd.net.

General Conduct Violations

Appeals shall begin at Level One with the campus administrator and Level Two with the Superintendent.

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

Restrictions During Placement

The district does not permit a student who is placed in a DAEP to participate in any school-sponsored or school-related extracurricular or co-curricular activity, including seeking or holding honorary positions and/or membership in school-sponsored clubs and organizations.

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

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

Placement Review

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

Additional Misconduct

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

Notice of Criminal Proceedings

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

1. Prosecution of a student's case was refused for lack of prosecutorial merit or insufficient evidence, and no formal proceedings, deferred adjudication [see Glossary], or deferred prosecution will be initiated; or

General Conduct Violations

2. The court or jury found a student not guilty or made a finding that the student did not engage in delinquent conduct or conduct indicating a need for supervision, and the case was dismissed with prejudice.

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

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

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

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

Withdrawal During Process

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

Newly Enrolled Students

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

The district shall place a student who enrolls in the district and was previously assigned to a DAEP in an open-enrollment charter school or another district including a district in another state, directly into a regular classroom setting.

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When a student enrolls in the district with a DAEP placement from a district in another state, the district has the right to place the student in DAEP to the same extent as any other newly enrolled student if the behavior committed is a reason for DAEP placement in the receiving district.

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

Emergency Placement Procedure

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

Transition Services

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

General Conduct Violations

Placement and/or Expulsion for Certain Offenses

This section includes two categories of offenses for which the [Education Code](#) provides unique procedures and specific consequences.

Registered Sex Offenders

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

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

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

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

Review Committee

At the end of the first semester of a student's placement in an alternative educational setting and before the beginning of each school year for which the student remains in an alternative placement, the district shall convene a committee, in accordance with state law, to review the student's placement. The committee shall recommend whether the student should return to the regular classroom or remain in the placement. Absent a special finding, the board or its designee must follow the committee's recommendation.

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

Newly Enrolled Students

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

Appeal

A student or the student's parent may appeal the placement by requesting a conference between the board or its designee, the student, and the student's parent. The conference is limited to the factual question of whether the student is required to

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register as a sex offender. Any decision of the board or its designee under this section is final and may not be appealed.

General Conduct Violations

Expulsion

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

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

Discretionary Expulsion: Misconduct That May Result in Expulsion

Some of the following types of misconduct may result in mandatory placement in a DAEP, whether or not a student is expelled. [see Disciplinary Alternative Education Program (DAEP) Placement]

Any Location

A student **may** be expelled for:

- Engaging in bullying that encourages a student to die by suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent.
- Criminal mischief, if punishable as a felony.
- Engaging in conduct that contains the elements of one of the following offenses against another student:
 - Aggravated assault.
 - Sexual assault.
 - Aggravated sexual assault.
 - Murder.
 - Capital murder.
 - Criminal attempt to commit murder or capital murder.
 - Aggravated robbery.
- Breach of computer security. [see Glossary]
- Engaging in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school.

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

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

- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of any amount of marijuana, a controlled substance, or a dangerous drug, unless the conduct is punishable as a felony. A student with a valid prescription for low-THC cannabis as authorized by [Chapter 487 of the Health and Safety Code](#) does not violate this provision. [See Glossary for “under the influence.”]
- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of alcohol; or committing a serious act or offense while under the influence of alcohol.
- Engaging in conduct that contains the elements of an offense relating to abusable volatile chemicals.
- Engaging in deadly conduct. [see Glossary]

Within 300 Feet of School

A student may be expelled for possession of a firearm, as defined by federal law, while within 300 feet of school property, as measured from any point on the school's real property boundary line.

Property of Another District

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

While in a DAEP

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

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by [Penal Code 1.07](#); or
4. Conduct that constitutes the offense of:
 - a. Public lewdness under [Penal Code 21.07](#);

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

Mandatory Expulsion: Misconduct That Requires Expulsion

A student **must** be expelled under federal or state law for any of the following offenses that occur on or off school property.

Under Federal Law

Bringing to school or possessing at school, including any setting that is under the district's control or supervision for the purpose of a school activity, a firearm, as defined by federal law. [see Glossary]

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

Under the Penal Code

- Unlawfully carrying on or about the student's person the following, in the manner prohibited by [Penal Code 46.02](#):
 - A handgun, defined by state law as any firearm designed, made, or adapted to be used with one hand. [see Glossary] Note: A student may not be expelled solely on the basis of the student's use, exhibition, or possession of a firearm that occurs at an approved target range facility that is not located on a school campus; while participating in or preparing for a school-sponsored, shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife Department; or a shooting sports sanctioning organization working with the department. [See policy FNCG(LEGAL).]
- A location-restricted knife, as defined by state law. [see Glossary]
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined in state law. [see Glossary]
- Engages in conduct that contains the elements of the offense of exhibiting, using, or threatening to exhibit or use a firearm under Education Code 37.125.
- Behaving in a manner that contains elements of the following offenses under the Penal Code:
 - Aggravated assault, sexual assault, or aggravated sexual assault.
 - Arson. [see Glossary]

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- Murder, capital murder, or criminal attempt to commit murder or capital murder.
- Indecency with a child.
- Kidnapping or aggravated kidnapping.
- Burglary, robbery or aggravated robbery.
- Manslaughter.
- Criminally negligent homicide.
- Continuous sexual abuse of a young child or disabled individual.
- Behavior punishable as a felony that involves selling, giving, or delivering to another person or possessing, using, or being under the influence of a controlled substance or a dangerous drug.
- Engaging in conduct that contains elements of assault against a school employee or volunteer.

Under Age 10

When a student under the age of 10 engages in behavior that is expellable behavior, the student shall not be expelled but shall be placed in a DAEP. A student under age six shall not be placed in a DAEP unless the student commits a federal firearm offense.

Virtual Expulsion Program

In some circumstances, a student may be placed in a virtual expulsion program.

- The school must ensure students in the program have the necessary technology and internet and must provide it if needed.
- The virtual program must, as much as possible, meet the same requirements as an in-person disciplinary alternative education program (DAEP).
- The student's placement must be reviewed every 45 school days.
- If an in-person spot becomes available, the school should plan the student's return to in-person learning.
- If continued virtual placement is appropriate, the school must document the decision.

Consideration of Virtual Education as Alternative to Expulsion

Before a school district may expel a student, the district must consider the appropriateness and feasibility of, as an alternative to expulsion, enrolling the student in a full-time hybrid program, full-time virtual program, full-time hybrid campus, or full-time virtual campus. This requirement does not apply to a student expelled under [Education Code 37.0081 or 37.007\(a\), \(d\), or\(e\)](#).

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Process

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

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

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

Hearing

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

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

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

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

Board Review of Expulsion

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

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

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

Expulsion Order

Before ordering the expulsion, the board or CBC shall take into consideration:

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

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

Not later than the second business day after the hearing, Chief of Police shall deliver to the juvenile court a copy of the expulsion order and the information required by [Section 52.04 of the Family Code](#).

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

Length of Expulsion

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

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

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

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

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

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

Withdrawal During Process

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

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

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

Additional Misconduct

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

Restrictions During Expulsion

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

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

Newly Enrolled Students

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

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

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

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

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

Emergency Expulsion Procedures

When an emergency expulsion is necessary to protect persons or property from imminent harm, the student shall be given verbal notice of the reason for the action. Emergency expulsion may be ordered based on a single incident of behavior by the

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student. Within 10 days after the date of the emergency expulsion, the student shall be given appropriate due process required for a student facing expulsion.

DAEP Placement of Expelled Students

The district may provide educational services to any expelled student in a DAEP; however, educational services in the DAEP must be provided if the student is less than 10 years of age.

Transition Services

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

Certain Felonies

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

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

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

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

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Hearing and Required Findings

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

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

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

Length of Placement

The student is subject to the placement until:

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

Placement Review

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

Newly Enrolled Students

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

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Glossary

Abuse is improper or excessive use.

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

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

Antisemitism is defined by [Government Code section 448.001](#) as a certain perception of Jews that may be expressed as hatred toward Jews. The term includes rhetorical and physical acts of antisemitism directed toward Jewish or non-Jewish individuals or their property or toward Jewish community institutions and religious facilities. Examples of antisemitism are included with the International Holocaust Remembrance Alliance's "Working Definition of Antisemitism" adopted on May 26, 2016.

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

Arson is defined in part by [Penal Code 28.02](#) as a crime that involves:

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

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3. Intentionally starting a fire or causing an explosion and in so doing:
 - a. Recklessly damaging or destroying a building belonging to another; or
 - b. Recklessly causing another person to suffer bodily injury or death.

Assault is defined in part by [Penal Code 22.01](#) as intentionally, knowingly, or recklessly causing bodily injury to another; intentionally or knowingly threatening another with imminent bodily injury; or intentionally or knowingly causing physical contact with another that can reasonably be regarded as offensive or provocative.

Breach of computer security includes knowingly accessing a computer, computer network, or computer system without the effective consent of the owner as defined in [Penal Code 33.02](#), if the conduct involves accessing a computer, computer network, or computer system owned by or operated on behalf of a school district and the student knowingly alters, damages, or deletes school district property or information or commits a breach of any other computer, computer network, or computer system.

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

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

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

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

Chemical dispensing device is defined by [Penal Code 46.01](#) as a device designed, made, or adapted for the purpose of dispensing a substance capable of causing an

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adverse psychological or physiological effect on a human being. A small chemical dispenser sold commercially for personal protection is not in this category.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1. Any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive;
2. The frame or receiver of any such weapon;
3. Any firearm muffler or firearm silencer, defined as any device for silencing, muffling, or diminishing the report of a portable firearm; or
4. Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.

Such term does not include an antique firearm.

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

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

Harassment includes:

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

General Conduct Violations

- i. Making obscene, intimidating, or threatening telephone calls or other electronic communications from a temporary or disposable telephone number provided by an internet application or other technological means.

Hazing is defined by [Education Code 37.151](#) as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in a student organization if the act meets the elements in [Education Code 37.151](#), including:

1. Any type of physical brutality;
2. An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;
3. An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; or
4. Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated.

Hit list is defined in [Education Code 37.001\(b\)\(3\)](#) as a list of people targeted to be harmed, using a firearm, a knife, or any other object to be used with intent to cause bodily harm.

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

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

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

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

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

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

General Conduct Violations

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

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

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

Personal Communication Device means a telephone, cell phone such as a smartphone or flip phone, tablet, smartwatch, radio device, paging device, or any other electronic device capable of telecommunication or digital communication.

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

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

Prohibited weapon under [Penal Code 46.05\(a\)](#) means:

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

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

Public school fraternity, sorority, secret society, or gang means an organization composed wholly or in part of students that seeks to perpetuate itself by taking additional members from the students enrolled in school based on a decision of its

General Conduct Violations

membership rather than on the free choice of a qualified student. Educational organizations listed in [Education Code 37.121\(d\)](#) are excepted from this definition.

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

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

Serious misbehavior means:

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

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

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

General Conduct Violations

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

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

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

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

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

- Murder, manslaughter, or homicide under [Sections 19.02–.05](#);
- Kidnapping under [Section 20.03](#);
- Trafficking of persons under [Section 20A.02](#);
- Smuggling or continuous smuggling of persons under [Sections 20.05–.06](#);
- Assault under [Section 22.01](#);
- Aggravated assault under [Section 22.02](#);
- Sexual assault under [Section 22.011](#);
- Aggravated sexual assault under [Section 22.021](#);
- Unlawful restraint under [Section 20.02](#);
- Continuous sexual abuse of a young child or disabled individual under [Section 21.02](#);
- Bestiality under [Section 21.09](#);

General Conduct Violations

- Improper relationship between educator and student under [Section 21.12](#);
- Voyeurism under [Section 21.17](#);
- Indecency with a child under [Section 21.11](#);
- Invasive visual recording under [Section 21.15](#);
- Disclosure or promotion of intimate visual material under [Section 21.16](#);
- Sexual coercion under [Section 21.18](#);
- Injury to a child, an elderly person, or a disabled person of any age under [Section 22.04](#);
- Abandoning or endangering a child under [Section 22.041](#);
- Deadly conduct under [Section 22.05](#);
- Terroristic threat under [Section 22.07](#);
- Aiding a person to die by suicide under [Section 22.08](#); and
- Tampering with a consumer product under [Section 22.09](#).

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

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

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



Lone Oak

Independent School District

T-TESS (Texas Teacher Evaluation and Support System) CALENDAR 2026–2027 SCHOOL YEAR

Weeks 1–6 August 3–September 10	Weeks 6 through EOY Conferences September 14–April 29	Prior to Last 15 Days of Instruction By April 29
<u>Teacher Orientation</u> Aug 20: Orientation deadline <u>Goal-Setting and Professional Development (GSPD) Plan</u> Aug 20: Deadline for submission to appraiser Sept 3: Deadline for goals conference Sept 10: Deadline to submit final goals <i>GSPD Conference is required for a teacher in the first year of appraisal under T-TESS and teachers new to the district.</i>	<u>Formal Observations</u> Sept 14–March 22 <i>Contract renewals are voted upon in the March School Board meeting.</i> <i>A pre-conference and a post-conference will be conducted within 10 working days of a formal observation.</i> <i>End-of-semester or end-of-year exams and STAAR/EOC or other state-mandated tests must be excluded from Formal Observation times.</i>	<u>EOY Conferences</u> April 29: Deadline
<u>Walk-Throughs:</u> May begin immediately after orientation and continue until the last day of instruction. <i>Data must be shared within 10 working days after walk-through.</i>		

Primary Appraisers

Elementary Campus	Jill Whitehead*/Haley Holder
Middle School Campus	Tammy Ragsdale*/Shelby McMurtre
High School Campus	Shannon Wilhite*/Lindsey Buhler*

Secondary Appraisers

Elementary Campus	Tammy Ragsdale/?
Middle School Campus	Shannon Wilhite/Lindsey Buhler
High School Campus	Jill Whitehead/?

Upon Teacher Request

*Certified Administrators are responsible for all TIA eligible and any who are on a Professional Growth Plan (PGP).

ALL STAFF WITH A LOCAL TEACHING PERMIT AND/OR A PERSONAL PROFESSIONAL GROWTH PLAN ARE REQUIRED TO BE EVALUATED.

Forensic Psychology

PEIMS Code: N1303012

Abbreviation: : FORENSPSY

Grade Level(s): 11-12

Award of Credit: 1.0

State Approved Innovative Course

- Districts must have local board approval to implement innovative courses.
- In accordance with Texas Administrative Code (TAC) §74.27, school districts must provide instruction in all essential knowledge and skills identified in this innovative course.
- Innovative courses may only satisfy elective credit toward graduation requirements.
- Please refer to TAC §74.13 for guidance on endorsements.

Course Description:

Forensic psychology is found at the intersection between psychology and the criminal justice system. It involves understanding criminal law in the relevant jurisdictions in order to be able to interact within the criminal justice system. It utilizes and applies basic skills developed in psychology and criminal scenarios resulting in a structured and scientific approach to investigative analysis; thereby, enabling police and law enforcement officials to predict criminal activity via scientific analysis rather than intuition. Students will learn basic structured psychological investigative techniques in question building, interviewing, criminal behavior characteristics, truth detection methodology, research methods, statistical analysis and probability forecasting.

Essential Knowledge and Skills:

- (a) General Requirements. This course is recommended for students in Grades 11-12. Recommended prerequisite: Law Enforcement I and Psychology. Students shall be awarded one credit for successful completion of this course.
- (b) Introduction.
 - (1) CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) The Law, Public Safety, Corrections, and Security Cluster focuses on planning, managing, and providing legal services, public safety, protective services, and homeland security, including professional and technical support services.
 - (3) Forensic psychology is found at the intersection between psychology and the criminal justice system. It involves understanding criminal law in the relevant jurisdictions in order to be able to interact within the criminal justice system. The course introduces theoretical frameworks used to identify and diagnose the clinical psychiatric status of individuals involved in civil and criminal litigation. The course applies basic skills developed in psychology and criminal scenarios resulting in a structured and scientific approach to investigative analysis; thereby, enabling

police and law enforcement officials to predict criminal activity via scientific analysis rather than intuition. Students will learn basic structured psychological investigative techniques in question building, interviewing, criminal behavior characteristics, truth detection methodology, research methods, statistical analysis and probability forecasting.

- (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
 - (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (c) Knowledge and Skills.
- (1) The student knows the employability characteristics of a forensic psychologist in the modern workplace and industry. The student is expected to:
 - (A) achieve business and industry employability skills standards such as attendance, on-time arrival, meeting deadlines, working toward personal/team goals every day, and ethical use of technology;
 - (B) identify roles, function, and responsibilities of the forensic psychologist within the criminal justice system;
 - (C) explore subfields and career opportunities available in the science of forensic psychology
 - (D) identify the value of the forensic psychologist in law enforcement and criminal investigative environments;
 - (E) demonstrate the ethical standards required of the forensic psychologist; and
 - (F) identify training requirements of a forensic psychologist.
 - (2) The student relates core academic skills to forensic psychology. The student is expected to:
 - (A) demonstrate computer and math skills to calculate statistical analysis of survey data collected during research;
 - (B) write grammatically correct, accurate, and concise reports in legal and ethical context for presentation in the criminal justice system;
 - (C) demonstrate appropriate vocabulary, terminology used in the field of forensic psychology;
 - (3) The student describes the intersections between the field of psychology and the criminal justice system. The student is expected to:
 - (A) identify characteristics that differentiate the field of forensic psychology from other related social sciences such as psychology and sociology;
 - (B) trace the historical development of contemporary perspectives in psychology, including biological, behavioral, cognitive, sociocultural, humanistic, and psychodynamic;
 - (C) relate historical changes in society and the field of psychology that have influenced the application of law in various cases;
 - (D) research, analyze, and present findings of historical psychological changes in culture, criminals, and society;
 - (E) identify and relate the history of forensic psychology on the criminal justice system;
 - (F) determine the historical relationship between forensic psychology and society; and
 - (G) explain the empirical value of forensic psychology in law enforcement.

- (4) The student understands the development of behavior may be a life-long process. The student is expected to:
 - (A) critique the various perspectives presented in the nature versus nurture debate;
 - (B) trace the influence of mental development on the individual;
 - (C) discuss the role of the environment on individual development;
 - (D) discuss and evaluate the concept of moral and ethical behavior; and
 - (E) evaluate and predict behavior given particular criminal scenarios.
- (5) The student understands the principles of motivation and emotion. The student is expected to:
 - (A) compare predominant theories of motivation and emotion;
 - (B) explore the interaction of biological and cultural factors in emotion and motivation; and
 - (C) discuss the possible emotions and motivations that may lead to criminal behavior.
- (6) The student understands the development and assessment of personality within the legal system. The student is expected to:
 - (A) define personality;
 - (B) compare and evaluate various theories of personality, including psychodynamic, sadistic, trait, humanistic, and sociocultural; and
 - (C) describe personality assessment tools used in forensic psychology such as Minnesota Multiphasic Personality Inventory (MMPI), Criterion based content analysis (CBCA), child custody assessments, risk assessments, trauma assessments, and forensic interview and assessments; and
 - (D) discuss assessments used in the criminal justice system such as Reid and Preparation, Engage/Explain, Account, Closure, and Evaluate (PEACE) techniques.
- (7) The student understands basic elements of reasoning. The student is expected to:
 - (A) define and identify the elements of thought such as point of view, question at issue, information, interpretation/inference, concepts, assumptions, and implications;
 - (B) identify strategies and obstacles associated with problem solving and decision making;
 - (C) evaluate the limitations and capabilities of the information processing model; and
 - (D) understand the culpable mental states.
- (8) The student understands the multifaceted aspects of mental health. The student is expected to:
 - (A) explain stress and the individual's physiological, behavioral, and psychological responses to stressors;
 - (B) evaluate cognitive and behavioral strategies for dealing with stress that may lead to crime;
 - (C) analyze the challenges inherent in defining abnormal behavior and acknowledge the sociocultural stigma of labeling behavior as abnormal;
 - (D) recognize the biological, social, and cognitive origins of abnormal behavior; and
 - (E) discuss major categories of abnormal behaviors and identify their respective characteristics as classified in the Diagnostic and Statistical Manual (DSM).
- (9) The student understands the influence of society and culture upon behavior and choices. The student is expected to:
 - (A) describe how attributions affect explanations of criminal behavior;
 - (B) explore the nature and effects of bias and discrimination;
 - (C) describe circumstances in which conformity, obedience, and/or non-conformity are likely to occur; and

- (D) describe the effects of the presence of others on individual behavior.
- (10) The student explains the functions and applications of the theoretical approaches/strategies, tools, equipment, technologies, and materials used in the field of forensics. The student is expected to:
 - (A) identify categories of evidence;
 - (B) demonstrate use of technology to research techniques, assessments, and risk assessment by culture, individual, community, and society;
 - (C) demonstrate various interview techniques;
 - (D) demonstrate utilization of assessments and profiling of criminal behavior;
 - (E) determine questionnaire assessments to ascertain appropriate punishment for criminal behavior within the criminal justice system;
 - (F) identify and manage conflict between individuals, and groups;
 - (G) demonstrate understanding of “truth” and “ethics” as a student and as a forensic psychologist;
 - (H) identify and demonstrate the techniques of a forensic psychologist;
 - (I) demonstrate interview and interrogation techniques of the forensic psychologist;
 - (J) apply forensic psychology assessment values to law enforcement scenarios and situations;
 - (K) demonstrate the use of risk assessments and profiling in the criminal justice system; and
 - (L) demonstrate the forensic psychologist skills in a mock setting such as field research, courtroom presentation, or public speaking.
- (11) The student applies the concepts and skills of forensic psychology to simulate an actual work situation. The student is expected to:
 - (A) identify potential clientele of the forensic psychologist;
 - (B) research major case studies;
 - (C) develop a criminal profile;
 - (D) gather evidence using various research methods and report the findings;
 - (E) research or interview a forensic psychologist expert; and
 - (F) interact with guest lecturers in the field of forensic psychology.

Recommended Resources and Materials:

Fulero, S. & Wrightman, L.S. (2009). Forensic psychology. (3rd ed.). University of Kansas: Cengage.

Huss, M. (2014). Forensic psychology. Research, clinical practice, and applications. (2nd ed.). Hoboken, NJ: John Wiley and Sons, Inc.

Kasschau, R. A. & McTighe, J. (2014). Understanding psychology. Columbus, OH: McGraw-Hill Education

Recommended Course Activities:

Students will participate in both academic and real world activities in the areas of criminal behavior and criminal scenarios resulting in a structured and scientific approach to investigative analysis, which enable police and law enforcement officials to predict criminal activity via scientific analysis rather than intuition. Students will perform basic structured psychological

investigative techniques in question building, interviewing, criminal behavior characteristics, truth detection methodology, research methods, statistical analysis and probability forecasting. Students will conduct at least one survey and utilize statistical analysis to establish findings from the survey. Students will demonstrate interview skills to determine the ability to identify characteristics found in criminals attempting to mislead law enforcement during structured criminal scenarios.

Suggested methods for evaluating student outcomes:

Formative and summative assessments utilizing technology and other applications utilizing a computer or smart device may be used. Ethics, honor, and responsibility will be stressed throughout the content of this course due to the importance of these character traits for a Forensic Psychologist.

Teacher qualifications:

Bachelors/Masters of Science in Criminology, Forensic Science, or Psychology or related field and certified to teach in Criminal Justice or Psychology and 5 years of working as an investigator in law enforcement career field.

Recommended educator certifications:

Psychology:

Secondary, Grades 6-12 or Grades 9-12

Trade and Industrial Education:

Grades 6-12 with appropriate work approval as identified on the certificate

Grades 8-12 with appropriate work approval as identified on the certificate

Vocational Trades and Industry with appropriate work approval as identified on the certificate

Additional information:

Student to Industry Connection

PEIMS Code: N1270153

Abbreviation: ST2INDCN

Grade Level(s): 11–12

Award of Credit: 1.0

State Approved Innovative Course

- Districts must have local board approval to implement innovative courses.
- In accordance with Texas Administrative Code (TAC) §74.27, school districts must provide instruction in all essential knowledge and skills identified in this innovative course.
- Innovative courses may only satisfy elective credit toward graduation requirements.
- Please refer to TAC §74.13 for guidance on endorsements.

Course Description:

The *Student to Industry Connection* course provides students with the opportunity to develop professional relationships with experienced individuals within the student's chosen program of study and to demonstrate necessary skills for an online virtual workplace. Students will learn acceptable virtual etiquette and professionalism for a teleworking environment. The central focus of this course is to prepare students to be 21st century career ready through interaction with a seasoned workplace mentor. The course may include a work-based learning component. Instruction will support students with marketable skills attainment. The course is recommended for students 16 years of age or older.

Essential Knowledge and Skills:

- (a) General Requirements. This course is recommended for students in grades 11 and 12. Recommended prerequisite: successful completion of two career and technical education courses. The course may include a work-based learning component. Students shall be awarded one credit for successful completion of this course.
- (b) Introduction.
 - (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) Career development is a lifelong pursuit of answers to the questions: Who am I? Why am I here? What am I meant to do with my life? It is vital that students have a clear sense of direction for their career choice. Career planning is a critical step and is essential to success.
 - (3) The Student to Industry Connection course provides opportunities for students to participate in a work-based learning experience that combines instruction with business and industry employment experiences. The goal is to provide students with a variety of skills for a changing workplace. This course preparation is

Student to Industry Connection

relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.

- (4) Students are encouraged to participate in extended learning experiences such as career and technical organizations and other leadership or extracurricular organization.
 - (5) Statements that contain the word “including” reference content that must be mastered, while those containing the phrase “such as” are intended as possible illustrative examples.
- (c) Knowledge and Skills.
- (1) The student demonstrates professional employability skills for the workplace. The student is expected to:
 - (A) discuss how personal integrity affects human relations in the workplace;
 - (B) research characteristics of successful working relationships such as teamwork, conflict resolution, self-control and ability to accept criticism;
 - (C) discuss and analyze employer expectations;
 - (D) identify and demonstrate ways to respect the rights of others in the workplace;
 - (E) explain the importance of applying effective listening skills in the workplace;
 - (F) identify ethical standards that can be demonstrated in the workplace; and
 - (G) describe the importance of complying with organization policies and procedures.
 - (2) The student understands the importance of developing professional relationships with industry mentors who provide career guidance related to the student's career pathway. The student is expected to:
 - (A) describe appropriate professional interaction, both online and face to face, with an industry mentor;
 - (B) describe successful meeting facilitation strategies for industry mentor interactions;
 - (C) describe how the guidance provided by an industry mentor can affect the student's career;
 - (D) describe the role of a mentor in a job search;
 - (E) explain the importance of having a career plan with actionable targets and next steps that can be shared with an industry mentor; and
 - (F) explain how conducting periodic reviews/updates with an industry mentor can affect career success.
 - (3) The student analyses effective meeting facilitation strategies necessary to be successful in a face to face or a virtual workplace. The student is expected to:
 - (A) identify and apply technical writing skills through electronic communication;

Student to Industry Connection

- (B) discuss and roleplay effective virtual and face to face meeting management strategies such as agenda creation, establishment of meeting norms, and inclusion of interactive activities;
 - (C) identify and describe group meeting facilitation strategies such as team building skills, managing break-out sessions, and conducting ice breaker activities;
 - (D) identify and apply effective telephone and virtual meeting etiquette; and
 - (E) describe appropriate use and care of company technology and equipment used in a virtual workplace setting.
- (4) The student exhibits growth mindset strategies for career success. The student is expected to:
- (A) identify and describe the differences between a growth mindset and a fixed mindset;
 - (B) discuss growth mindset in relation to the occupation of interest;
 - (C) discuss how persistence affects career growth opportunities; and
 - (D) describe how grit can be demonstrated in a workplace setting.
- (5) The student describes various payroll practices. The students is expected to:
- (A) describe payroll options such as hourly compensation, commission-based compensation and salaried (exempt) compensation;
 - (B) distinguish between withholding and deductions; and
 - (C) describe the relationship between hours worked and wages earned.
- (6) The student evaluates how an employer's mission and priorities lead to business success. The student is expected to:
- (A) identify and evaluate a company mission statement;
 - (B) describe how a company mission statement drives employee actions; and
 - (C) develop a list of company priorities based on the company mission statement.
- (7) The student understands how work-life balance affects employee morale. The student is expected to:
- (A) explain the principles of a flexible work schedule and how a flexible work schedule contributes to employee morale in the workplace;
 - (B) describe workplace policies/standards that lead to enhanced work-life balance for employees; and
 - (C) describe workplace benefits that contribute to employee morale such as family leave or company provided childcare and food services.
- (8) The student understands the effect of management style on employee performance. The student is expected to:
- (A) discuss the different management styles and identify exemplars of each style;
 - (B) discuss how different management styles may influence employee productivity, morale, motivation, and job satisfaction;

Student to Industry Connection

- (C) analyze various leadership styles in relation to different personality traits;
 - (D) evaluate personal leadership style strengths and opportunity areas; and
 - (E) develop a plan of action to strengthen the student's leadership style.
- (9) The student identifies and describes common financial documents used in the workplace. The student is expected to:
- (A) identify primary sources of expenses and revenue for the business from reviewing financial documents such as an operating statement;
 - (B) interpret business financial documents such as balance sheet, income statement, or cash flow statement; and
 - (C) hypothesize recommendations for increased profitability.
- (10) The student understands workplace organizational culture and practices including department/teams and their responsibilities. The student is expected to:
- (A) describe the workplace structure and hierarchy;
 - (B) identify the various departments or teams of a workplace and describe how their duties and responsibilities are interrelated; and
 - (C) describe how collaboration among departments or teams impacts work productivity and quality of work.
- (11) The student understands professional workplace exit strategies. The student is expected to:
- (A) explain the importance of advance written notice and professional ways of submitting notice;
 - (B) describe proper return of worksite resources;
 - (C) describe the elements of an exit interview with a supervisor;
 - (D) compose departure email and voice mail messages as appropriate; and
 - (E) create follow-up correspondence after exiting a company.
- (12) The student investigates the impact of community involvement on the success of the business. The student is expected to:
- (A) identify ways in which the company engages with the community; and
 - (B) connect community service opportunities to the success of the business.

Recommended Resources and Materials:

Skills to Succeed is a free resource that supports many young job seekers as possible with the right skills to understand career choices, find a job, and sustain employment.

Skills to Succeed Academy Brought to you by Accenture. (n.d.). Retrieved June 24, 2020, from <https://s2sacademy.org/>.

Anderson, L.E., & Bolt, S. B. (2016). Professionalism: Skills for workplace success. Boston: Pearson.

Student to Industry Connection

Lindsell-Roberts, S. (2011). New rules for today's workplace. Boston: Houghton Mifflin Harcourt.

Recommended Course Activities:

- Performance simulations
- Learning by doing
- Company case studies
- Professional Portfolio
- Projects

Suggested methods for evaluating student outcomes:

- Tests/quizzes
- Projects with rubrics
- Student self-evaluation
- Mentor evaluation

Teacher qualifications:

An assignment for Student to Industry Connection is allowed with one of the following certificates.

- any vocational or career and technical education (CTE) classroom teaching certificate
- Special Education: Early Childhood-Grade 12.
- Special Education Supplemental (Valid at grade level and subject area of the base certificate).

Teacher of record must attend the mandatory Work-Based Learning Training required for work-based learning courses

Additional information:

Methodology for Academic and Personal Success

PEIMS Code: N1130021

Abbreviation: MAPS

Grade Level(s): 9-10

Award of Credit: 1.0

State Approved Innovative Course

- Districts must have local board approval to implement innovative courses.
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- Innovative courses may only satisfy elective credit toward graduation requirements.
- Please refer to TAC §74.13 for guidance on endorsements.

Course Description:

Methodology for Academic and Personal Success focuses on the skills and strategies necessary for students to excel in high school and their academic career, enhancing their understanding of available opportunities in high school, higher education, and the professional world to help them establish both short-term and long-term personal goals. After identifying their individual learning preferences, strengths, and opportunities for growth, students will further develop their ability to organize, manage resources, and study. The course also focuses on specific strategies necessary for students to achieve personal and professional goals by developing personal responsibility, managing stress, cultivating a growth mindset, and building resiliency. To maximize personal achievement, the course emphasizes leadership development through character education, independent thinking, collaboration, proactive problem-solving, and decision-making.

Essential Knowledge and Skills:

- (a) General requirements. This course is recommended for students in grades 9 or 10. There are no prerequisites for this course. Students shall be awarded one credit for the successful completion of this course.
- (b) Introduction.
 - (1) Methodology for Academic and Personal Success focuses on the skills and strategies necessary for students to excel in high school and their academic career, enhancing their understanding of available opportunities in high school, higher education, and the professional world to help them establish both short-term and long-term personal goals. After identifying their individual learning preferences, strengths, and opportunities for growth, students will further develop their ability to organize, manage resources, and study. The course also focuses on specific strategies necessary for students to achieve personal and professional goals by developing personal responsibility, managing stress, cultivating a growth mindset, and building resiliency. To maximize personal achievement, the course emphasizes leadership development through character education, independent thinking, collaboration, proactive problem-solving, and decision-making.

- (2) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and Skills.

- (1) Interpersonal skills and communication. The student analyzes their personality traits for strengths and challenges, demonstrates effective communication, and provides peer feedback. The student is expected to:
- (A) synthesize and discuss research and self-analysis to establish individual strategies for academic and personal success;
 - (B) identify personal strengths and challenges through a personality traits assessment;
 - (C) evaluate how individual traits may impact interactions and communication with others;
 - (D) explain the importance of effective communication skills in academic and personal contexts;
 - (E) differentiate occasions for appropriate use of informal, standard, and technical language;
 - (F) analyze the accuracy and appropriateness of a message prior to and after communicating;
 - (G) evaluate one's own and others' verbal and nonverbal communication and listening skills in a variety of group settings;
 - (H) prepare and deliver presentations individually and in groups to demonstrate knowledge of various learned concepts; and
 - (I) assess the effectiveness of one's own and others' presentations by using appropriate rubrics.
- (2) Goal setting and planning. The student sets goals and develops action plans to achieve those goals. The student is expected to:
- (A) create a personal mission statement that exhibits their core values and non-negotiable principles;
 - (B) identify a balanced set of academic and personal goals, including both short-term and long-term goals;
 - (C) formulate and document academic and personal goals that are Specific, Measurable, Achievable, Relevant, and Time-bound (SMART);
 - (D) rank academic and personal goals based on their urgency and importance using methods such as task prioritization matrices and time management quadrants;
 - (E) identify the various tasks and resources needed to achieve an academic or personal goal; and
 - (F) track and evaluate the levels of progress made toward reaching established goals.
- (3) Personal responsibility and mindset. The student reviews campus expectations and understands internal and external factors that help build resilience and navigate personal responsibilities by examining mindsets, managing emotions, and navigating change. The student is expected to:
- (A) analyze existing campus policies for context and intent;
 - (B) identify campus policies that may be challenging and design a plan for personal compliance;
 - (C) identify and understand the concept of personal responsibility and its potential impact on life choices;

- (D) define self-control and research effective strategies for emotional regulation;
 - (E) discuss how internal traits and external factors can affect personal resilience;
 - (F) identify personal resilience tools;
 - (G) define attitude and explore the potential effects of attitude on human interactions;
 - (H) compare the positive and negative effects of growth mindsets and fixed mindsets;
 - (I) identify external factors and resources that build resilience;
 - (J) recognize and explain primary causes of stress and identify healthy stress management skills;
 - (K) define change and research the necessary steps to successfully adapt to change;
 - (L) analyze a difficult situation, comparing possible actions, reactions, and their consequences;
 - (M) identify social contexts and how to respond appropriately by adapting behavior to match situational norms; and
 - (N) demonstrate peaceful conflict resolution skills in both oral and written communication.
- (4) Organization and resource management. The student understands ways to manage time and resources and creates organizational systems to manage academic and personal responsibilities. The student is expected to:
- (A) prioritize and schedule important tasks and events to demonstrate an understanding of time management skills;
 - (B) define and discuss responsibility and accountability in managing time and other resources;
 - (C) identify personal strengths and weaknesses in time management and organizational skills;
 - (D) research and apply various tools and methods of organization; and
 - (E) choose and personalize an organizational system that includes creating and maintaining an ongoing calendar of assignments and projects for all academic courses.
- (5) Study skills and academic success. The student understands the learning cycle, develops study skills, and uses effective strategies for increased academic success. The student is expected to:
- (A) identify key traits that contribute to academic achievement;
 - (B) compare the benefits of various study strategies and techniques;
 - (C) compare the benefits of various test-taking strategies and techniques;
 - (D) identify distractors that diminish effective study time and provide solutions;
 - (E) create a diagram of academic support, including people and educational resources, that can be consulted for academic success;
 - (F) explain how daily attendance, preparation, and engagement impact academic success;
 - (G) memorize academic information using a variety of memory techniques;
 - (H) create accurate student-generated learning artifacts such as notes, summaries, and paraphrases by actively listening;
 - (I) engage with academic resources through learning strategies including annotating, reviewing, and questioning;

- (J) engage with academic resources through study strategies such as skimming, note-taking, outlining, and using study-guide questions;
 - (K) evaluate a test-taking strategy's effectiveness by completing a post-assessment reflection in oral or written form;
 - (L) record ongoing personal academic achievement levels for all courses; and
 - (M) formulate and discuss steps for maintaining or improving academic success.
- (6) Character development. Students will explore and analyze a range of positive character traits such as responsibility, perseverance, caring, self-discipline, citizenship, honesty, courage, fairness, respect, and trustworthiness. The student is expected to:
- (A) define character;
 - (B) compare and discuss positive and negative character traits;
 - (C) identify positive and negative responses for failure and success;
 - (D) evaluate personal strategies for responding to failure and success, identifying specific weaknesses and strengths;
 - (E) compare the effects of positive and negative influences on personal actions and beliefs;
 - (F) identify the areas of life in which personal responsibility may be exercised or increased;
 - (G) identify and explain key principles that contribute to ethical behavior and integrity; and
 - (H) assess the ethical considerations and potential consequences of participating in different forms of civil engagement.
- (7) Leadership. The student understands leadership qualities, evaluates their own leadership abilities, and participates in group projects as leaders. The student is expected to:
- (A) define the role of leadership;
 - (B) analyze and define the characteristics of an effective leader, including the interpersonal skills required for leadership;
 - (C) identify and evaluate strengths and weaknesses of personal leadership abilities and determine a personal leadership preference;
 - (D) analyze how others' emotions and perspectives could affect group dynamics.
 - (E) identify the purpose and benefit of delegation;
 - (F) assess others' motivations and strengths and apply them to group roles to accomplish established goals;
 - (G) collaborate with peers to brainstorm ideas, problem-solve, and reach consensus;
 - (H) communicate effectively with group members, providing constructive feedback and resolving conflicts; and
 - (I) evaluate the results of peer contributions to group projects by using appropriate rubrics.
- (8) Academic exploration. The student analyzes interests and goals to establish a plan for academic success in high school as well as postsecondary education. The student is expected to:
- (A) identify and evaluate personal strengths and interests in learning and scholarship;
 - (B) identify high school courses related to career choices in the student's interest area;

- (C) research printed materials, online resources, and in-person opportunities to create a summary of possible postsecondary pathways;
 - (D) select a university, college, community college, trade school, internship, or military branch based on prior research and develop a plan to enter or start the selected postsecondary pathway; and
 - (E) identify and discuss important components of postsecondary admission materials such as an application, entrance essay, letter of recommendation, and resume.
- (9) Career exploration. The student explores and analyzes personal strengths, weaknesses, and interests in order to establish a plan for success that continues throughout high school into postsecondary education, an internship, a training program, or a military branch. The student is expected to:
- (A) compare interests and aptitudes identified via a career interest or aptitude assessment survey to career opportunities;
 - (B) explain the impact of career choice on lifestyle, including budget;
 - (C) create a personal career portfolio by conducting an in-depth study of the varied aspects of occupations related to the student's interest areas;
 - (D) research and discuss careers available with and without a college/university degree using print and online resources as well as personal interviews;
 - (E) analyze employability skills necessary for success in the workplace such as interpersonal skills, communication skills, and critical thinking skills;
 - (F) investigate and complete pre-employment materials in the student's area of interest such as an application, resume, and personal references; and
 - (G) identify the skills necessary for a job interview and participate in a mock job interview.

Recommended Resources and Materials:

N/A

Recommended Course Activities:

Students may interact with course activities that include:

- taking personal, academic, and career inventories that align strengths and interests with future goals.
- participating in structured listening and speaking opportunities to build personal and professional communication skills.
- setting SMART goals and checking in periodically to assess progress and make revisions.
- designing effective study spaces that meet their learning needs.
- researching possible careers and creating projected pathways to employment.
- creating compelling resumes that highlight students' soft and hard skills.
- examining their academic and personal growth through routine personal reflection and assessment.

Suggested methods for evaluating student outcomes:

Students may be evaluated on an ongoing basis through:

- class discussions
- completion of individual and group activities
- daily quizzes
- unit projects
- individual and group presentations
- unit tests, and/or reflections
- long-range individual and group activities
- digital portfolios

Teacher qualifications:

An assignment for Methods for Academic and Personal Success (MAPS) is allowed with a valid Texas secondary teacher certificate appropriate for grade level assignment.

Additional information:

No training or additional costs required

General Employability Skills

PEIMS Code: N1270153

Abbreviation: GEMPLS

Grade Level(s): 9-12

Award of Credit: 1.0

State Approved Innovative Course

- Districts must have local board approval to implement innovative courses.
- In accordance with Texas Administrative Code (TAC) §74.27, school districts must provide instruction in all essential knowledge and skills identified in this innovative course.
- Innovative courses may only satisfy elective credit toward graduation requirements.
- Please refer to [TAC §74.13](#) for guidance on endorsements.

Course Description:

This course provides students with knowledge of the prerequisite skills for general employment as well as the means of obtaining those skills. Employability skills include fundamentals of maintenance of personal appearance and grooming. The course also includes the knowledge, skills, and attitudes that allow employees to get along with their co-workers, make important work-related decisions, and become strong members of the work team. Discovering job possibilities that link skills, abilities, interests, values, needs, and work environment preferences is a part of the process of obtaining employability skills and abilities and is experiential learning that takes place over time.

This course is designed to guide students in obtaining the knowledge and the needed employability skills that are transferable among a variety of jobs and careers and are considered essential in any employment situation. Students will learn and apply basic knowledge of what is expected in the workplace.

Essential Knowledge and Skills:

- (a) Introduction
- (b) It is crucial for students to acquire general employability skills as a part of their educational foundation before they can be successful in career development and CTE courses that have been designed to prepare high school students for the workplace. This course is designed to educate students on the skills that are considered essential in any employment situation, including personal appearance, job-related social skills, working as a member of a team, organization, and work ethic. Students learn and apply basic knowledge of what is expected in the workplace to prepare for future career success.
- (c) Knowledge and skills

General Employability Skills

- (1) The student demonstrates general employability skills by maintaining basic requirements of personal health, hygiene, and grooming. The student is expected to:
 - (A) evaluate the importance of grooming, hygiene, and appearance in personal and professional settings;
 - (B) select and maintain clothing to maximize appearance for a variety of possible employment experiences; and
 - (C) evaluate the effects of a balanced diet on health, appearance, and effective job performance.
- (2) The student demonstrates social interaction skills necessary for personal and career success. The student is expected to:
 - (A) demonstrate conventional social behaviors when interacting with peers and adults in work-based scenarios by:
 - (i) using appropriate greetings;
 - (ii) saying please and thank you;
 - (iii) giving and receiving compliments;
 - (iv) giving and receiving apologies;
 - (v) accepting consequences for actions and learning from mistakes;
 - (vi) differentiating between interactions at work and outside of work;
 - (vii) accepting feedback concerning various job behaviors; and
 - (B) practice social skills in work-based scenarios by:
 - (i) working effectively under different styles of supervision;
 - (ii) working cooperatively as a member of a team;
 - (iii) working effectively with people who have different personalities;
 - (iv) helping others when asked or without being asked; and
 - (v) demonstrating appropriate interactions with authority figures.
- (3) The student demonstrates personal characteristics that will result in success in the workplace. The student is expected to:
 - (A) apply effective management skills, such as time management and organization, to facilitate task completion;
 - (B) use specific verbal and written language to communicate needs and ideas;
 - (C) apply problem-solving strategies for effective decision making;

General Employability Skills

- (D) practice strategies for negotiation and conflict resolution;
 - (E) demonstrate effective communication skills including verbal, non-verbal, written, and electronic;
 - (F) set long-term goals and short-term objectives for personal growth; and
 - (G) apply stress management techniques.
- (4) The student demonstrates employability skills for success in a variety of job settings. The student is expected to:
- (A) evaluate interests, abilities, values, and work environment preferences related to career choices;
 - (B) identify expectations of employers such as having a positive attitude, self-reliance, staying on task, being punctual, and displaying initiative;
 - (C) set long-term goals, short-term objectives, and develop action plans related to professional growth;
 - (D) exhibit general employability skills such as regular attendance, team member contributions, and timely task completion;
 - (E) practice the development of positive interpersonal skills in the workplace through role-play; and
 - (F) demonstrate appropriate self-advocacy skills.
- (5) The student explores the Career Clusters as defined by the U.S. Department of Education. The student is expected to:
- (A) identify at least two Career Clusters that correlate to the results of career interest and aptitude assessments;
 - (B) conduct in-depth studies of one or more Career Clusters of interest to determine career opportunities in that cluster;
 - (C) analyze employability skills found in employment advertisements and databases such as Help Wanted Online in the individual career areas of interest;
 - (D) present an analysis of employability skill findings related to personal career interests;
 - (E) research and present on current topics in employability skills using human resources publications and other sources of scholarly and professional material;
 - (F) identify academic and technical high school courses related to career choices of interest to the student;
 - (G) compare the educational requirements for careers of personal interest; and

General Employability Skills

- (H) create and present an individualized plan of study for at least one career, including the results of personal, financial, and career planning resources, such as Reality Check.
- (6) The student explores topics related to job searches and interviews. The student is expected to:
- (A) experiment with the various modes by which a thorough job search can be conducted;
 - (B) identify the different types of employment interviews that are possible;
 - (C) practice possible answers to anticipated questions asked at interviews;
 - (D) demonstrate understanding of the components of interviews including before, during, and after the interview, such as preparation/research, initial interview questions, employers' expectations, and listening and responding; and
 - (E) engage in successful interview strategies through various activities, such as role playing, practice interviews, demonstrations, and evaluations of sample interview case studies.
- (7) The student demonstrates an understanding of the transition to new employment. The student is expected to:
- (A) describe the purpose and importance of new employee orientation;
 - (B) describe how group initiation may occur in the workplace;
 - (C) discuss employee benefits, such as pay and health insurance;
 - (D) explain the purpose of a new employee introductory period;
 - (E) describe the need to understand jargon, language, and vocabulary particular to a position;
 - (F) research the kinds of policies and procedures typically found in a workplace;
 - (G) interpret organizational charts;
 - (H) compare various work styles and settings such as working alone versus working collaboratively; working indoors versus working outdoors; or being a team lead versus a team member;
 - (I) define and explain the various emotions that may accompany new or initial employment, such as feeling overwhelmed, lonely, anxious, dependent, excited, and/or motivated; and
 - (J) research and present on various topics related to work/life balance.

Recommended Resources and Materials:

Teaching Social Skills to Youth: A Step-by-Step Guide to 182 Basic to Complex Skills Plus Helpful Teaching Techniques, 2nd Edition.

This guide features step-by-step component behaviors for 182 social skills – from basic to complex. Each skill has been task analyzed into its essential behavioral elements. Most of the steps in these skills will require additional discussion led by the teacher.

Dowd, T., & Tierney, J. (2005). *Teaching social skills to youth: A step-by-step guide to 182 basic to complex skills plus helpful teaching techniques*, (2nd Edition). Boys Town, Nebraska: Boys Town Press.

Top Ten Tips for Work Readiness

This resource for teaching soft, employability skills provides 210, 10-15 minute, easy-to-read lessons that cover attributes and skills identified by employers as essential for career success. The content is organized into five categories of work readiness: Work Habits, Workplace Effectiveness, Business Skills, Communicating Effectively and The Job Search. Both the online version and CD version contain an assessment and activity after every lesson. The online version contains two videos and motivational trophies for students, plus The Teacher's Desktop that enables the teacher to set required and optional lessons, establish a minimum score that is reported to students and teachers via the class roster, and create a pre- and post-test from provided questions. The online version is updated with new features annually.

Career Solutions Publishing (2014) Job Ready Career Skills (4th edition online, 2nd edition CD). Berwyn, PA: Career Solutions Publishing.

Life Skills Health – Pearson/AGS Globe

This textbook addresses the health issues and related decisions encountered by teenagers. Short, concise lessons hold students' interest. This resource allows students who read below grade level access to grade-level information by providing simple sentence structure and assistance with difficult vocabulary.

Pearson Education, (2007). *Life skills health*, (Chapter 6). Shoreview, MN: Pearson Education, Inc. publishing as Pearson AGS Globe.

Job-Related Social Skills

The purpose of this curriculum is to teach social skills that will increase the opportunity for job success by providing instruction for 18 job-related social skills. The skill sequence is ordered from simple to complex, and the resource provides systematic instruction and repeated practice and feedback to the learner. Job Related Social Skills contains scripted lessons for the facilitation of group or individual lessons.

Lund, K. A. and Montague, M. (2009). *Job-related social skills: a curriculum for adolescents with special needs*. Reston, VA: Exceptional Innovations, Inc.

The Transitions Curriculum

This curriculum is written in three volumes: Personal Management, Career Management, and Life Management. It was created for at risk students, and contains approximately

General Employability Skills

300 lessons with topics that will motivate students. The resource also has a number of hands-on activities. Each volume comes with a CD that contains a complete set of student handouts.

Fulton, L. and Silva, R. (2013). *The transitions curriculum*, (3rd Edition). Santa Barbara, CA: James Stanfield Co.

Social Skills Lessons and Activities for Grades 7-12

This curriculum is designed to teach crucial social skills by presenting them in a structured format and reinforcing them through role-play (rehearsal), practice, and independent use. Fifty-one lessons are included, addressing a variety of social skills, based on the belief that learning should be sequential and linked to community goals.

Began, R. W. (Ed.) (1996). *Social skills & activities for grades 7-12: A ready-to-use curriculum based on real-life situations to help you build children's self-esteem, self-control, respect for the rights of others, and a sense of responsibility for one's own actions*. San Francisco, CA: Jossey-Bass Publishers.

"Texas Reality Check." *Texas Reality Check | Home*. N.p., n.d. Web. 03 Jan. 2017.

"The Conference Board Help Wanted OnLine®." *The Conference Board Help Wanted OnLine®*. N.p., n.d. Web. 03 Jan. 2017.

Recommended Course Activities:

Activities – Sample lesson topics for each of the following skills:

1. General employability prerequisite skills
 - Appropriate hygiene and grooming
 - Appropriate clothing selection for the job
2. Social interaction skills
 - With peers
 - With adults
3. Skills for personal success
 - Personal management skills
 - Problem-solving skills
 - Conflict resolution and negotiation
 - Effective communication
 - Stress management
 - Setting goals and objectives
4. Employability skills
 - Self-reliance
 - Flexibility
 - Honesty
 - Dependability
 - Punctuality
 - Attendance
 - Safety
 - Teamwork

General Employability Skills

- Leadership
- Continued learning
- Task completion

Sample activities:

1. Organizational skills and practices
2. Choosing appropriate clothing for work and interviews

Suggested methods for evaluating student outcomes:

- Teacher observations and data collection to determine knowledge and skills acquisition through summative and formative evaluations, such as classroom discussions, presentations, quizzes, and exams
- Lesson evaluations - student demonstrates and practices:
 - appropriate social interaction skills;
 - work-related social skills;
 - personal skills for success in the workplace; and
 - employability skills in a variety of job settings.

Teacher qualifications:

An assignment for General Employability Skills, Grades 9-12, is allowed with any vocational or career and technical education (CTE) classroom teaching certificate or one of the following certificates:

- Teacher of Students with Visual Impairments, Grades EC-12
- Special Education, Grades EC-12.

Additional information:

(LOCAL) Policy Comparisons

These documents are generated by an automated process that compares the updated policy to the current policy as found in TASB records.

In this packet, you will find:

- Policies being recommended for revision (annotated)
- New policies (not annotated)
- Policies recommended for deletion (annotated in PDF; not shown in Word)

Annotations are shown as follows:

- Deletions are in a red strike-through font: ~~deleted text~~.
- Additions are in a blue font: new text.
- Blocks of text that were moved without changes are shown in green, with double underline and double strike-through formatting to distinguish the text's new placement from its original location: ~~moved text~~ becomes moved text.
- Revision bars appear in the right margin to show sections with changes.

Note: While the annotation software competently identifies simple changes, large or complicated changes — as in an extensive rewrite — may be more difficult to follow. In addition, TASB's recent changes to the policy templates to facilitate accessibility sometimes make formatting changes appear tracked, even though the text remains the same.

For further assistance in understanding policy changes, please refer to the explanatory notes in your Localized Policy Manual update packet or contact your policy consultant.

Contact us:

School Districts and Education Service Centers, call 800-580-7529 or email policy.service@tasb.org.

Community Colleges, call 800-580-1488 or email colleges@tasb.org.

SUPERINTENDENT
NONRENEWAL

BJCF
(LOCAL)

Reasons

The Board's decision not to renew the Superintendent's contract shall not be based on the Superintendent's exercise of Constitutional rights or based unlawfully on race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. Reasons for the nonrenewal of the Superintendent's contract shall be:

1. Deficiencies pointed out in evaluations, supplemental memoranda, or other communications.
2. Failure to fulfill duties or responsibilities.
3. Incompetency or inefficiency in the performance of duties.
4. Insubordination or failure to comply with Board directives.
5. Failure to comply with Board policies or administrative regulations.
6. Failure of the District to make measurable progress toward the goals stated in the District improvement plan. [See BQ]
7. Conducting personal business during school hours when it results in neglect of duties.
8. Drunkenness or excessive use of alcoholic beverages; or possession, use, or being under the influence of alcohol or alcoholic beverages while on District property, while working in the scope of the employee's duties, or while attending any school- or District-sponsored activity.
9. The illegal possession, use, manufacture, or distribution of a controlled substance, a drug, a dangerous drug, hallucinogens, or other substances regulated by state statutes.
10. Failure to meet the District's standards of professional conduct.
11. Failure to report to the Board any arrest, indictment, conviction, no contest or guilty plea, or other adjudication for any felony, any crime involving moral turpitude, or other offense listed at DH(LOCAL). [See DH]
12. Conviction of or deferred adjudication for any felony, any crime involving moral turpitude, or other offense listed at DH(LOCAL); or conviction of a lesser included offense pursuant to a plea when the original charged offense is a felony. [See DH]
13. Failure to comply with reasonable District requirements regarding advanced coursework or professional improvement and growth.

14. Disability, not otherwise protected by law, that prevents the Superintendent from performing the essential functions of the job, [with or without reasonable accommodation](#).
15. Any activity, school-connected or otherwise, that, because of publicity given it or knowledge of it among students, faculty, or the community, impairs or diminishes the Superintendent's effectiveness in the District.
16. Any breach by the Superintendent of an employment contract or any reason specified in the Superintendent's employment contract.
17. Failure to maintain an effective working relationship, or maintain good rapport, with parents, the community, staff, or the Board.
18. Behavior that presents a danger of physical harm to a student or other individuals.
19. Assault on a person on District property or at a school-related function, or on an employee, student, or student's parent regardless of time or place.
20. Use of profanity in the course of performing any duties of employment, whether on or off District premises, in the presence of students, staff, or members of the public, if reasonably characterized as unprofessional.
21. Falsification of records or other documents related to the District's activities.
22. Falsification or omission of required information on an employment application.
23. Misrepresentation of facts to the Board or other District officials in the conduct of District business.
24. Failure to fulfill or maintain requirements for Superintendent certification, unless granted a waiver by the commissioner of education.
25. Any attempt to encourage or coerce a child to withhold information from the child's parent or from other District personnel.
26. Any reason that makes the employment relationship void or voidable, such as a violation of federal, state, or local law.
27. [Engaging in or assigning to another individual, whether intentionally or knowingly, an instruction, guidance, activities, or programming prohibited by law. \[See EMB\]](#)

SUPERINTENDENT
NONRENEWAL

BJCF
(LOCAL)

28. Engaging in or assigning to another individual, whether intentionally or knowingly, diversity, equity, and inclusion duties prohibited by law.

~~27-29.~~ Any reason constituting good cause for terminating the contract during its term.

**Notice of Proposed
Nonrenewal**

If the Board determines that the Superintendent's contract should be considered for nonrenewal, the Board shall deliver to the Superintendent written notice of the proposed nonrenewal in accordance with law.

Request for Hearing

If the Superintendent desires a hearing after receiving notice of the proposed nonrenewal, the Superintendent shall notify the Board in writing not later than the 15th day after receiving the notice. When the Board receives a timely request for a hearing on proposed nonrenewal, the hearing shall be held not later than the 15th day after receipt of the request, unless the parties mutually agree to a delay. The Superintendent shall be given notice of the hearing date as soon as it is set.

Hearing Procedure

Unless the Superintendent requests that the hearing be open, the hearing shall be conducted in closed meeting with only the members of the Board, the Superintendent, their chosen representatives, and such witnesses as may be called in attendance. Witnesses may be excluded from the hearing until called to present evidence. The Superintendent and the Board may each be represented by a person designated in writing to act for them. Notice, at least five days in advance of the hearing, shall be given by each party intending to be represented, including the name of the representative. Failure to give such notice may result in postponement of the hearing.

The conduct of the hearing shall be under the presiding officer's control and shall generally follow the steps listed below:

1. After consultation with the parties, the presiding officer shall impose reasonable time limits for presentation of evidence and closing arguments.
2. The hearing shall begin with the Board's presentation, supported by such proof as it desires to offer.
3. The Superintendent may cross-examine any witnesses for the Board.
4. The Superintendent may then present such testimonial or documentary proofs, as desired, to offer in rebuttal or in general support of the contention that the contract be renewed.

SUPERINTENDENT
NONRENEWAL

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5. The Board may cross-examine any witnesses for the Superintendent and offer rebuttal to the testimony of the Superintendent's witnesses.

6. Closing arguments may be made by each party.

A record of the hearing shall be made so that a certified transcript can be prepared, if required.

Board Decision

The Board may consider only such evidence as is presented at the hearing. After all the evidence has been presented, if the Board determines that the reasons given in support of the recommendation to not renew the Superintendent's contract are lawful, supported by the evidence, and not arbitrary or capricious, it shall so notify the Superintendent by a written notice not later than the 15th day after the date on which the hearing is concluded. This notice shall also include the Board's decision on renewal, which decision shall be final.

No Hearing

If the Superintendent fails to request a hearing, the Board shall take the appropriate action and notify the Superintendent in writing of that action not later than the 30th day after the date the notice of proposed nonrenewal was sent.

FISCAL MANAGEMENT GOALS AND OBJECTIVES
FINANCIAL ETHICS

CAA
(LOCAL)

All Trustees, employees, vendors, contractors, agents, consultants, volunteers, and any other parties who are involved in the District's financial transactions shall act with integrity and diligence in duties involving the District's fiscal resources.

Note: See the following policies and/or administrative regulations regarding conflicts of interest, ethics, and financial oversight:

- Code of ethics:
 - for Board members — BBF
 - for employees — ~~DH~~DHA
- Financial conflicts of interest:
 - for public officials — BBFA
 - for all employees — DBD
 - for vendors — CHE
- Compliance with state and federal grant and award requirements: CB, CBB
- Financial conflicts and gifts and gratuities regarding federal funds: CB, CBB
- Systems for monitoring the District's investment program: CDA
- Budget planning and evaluation: CE
- Compliance with accounting regulations: CFC
- Activity fund management: CFD
- Criminal history record information for employees: DBAA, DC
- Disciplinary action for fraud by employees: DCD, DCE, and DF series

**Fraud and Financial
Impropriety**

The District prohibits fraud and financial impropriety, as defined below, in the actions of its Trustees, employees, vendors, contractors, agents, consultants, volunteers, and others seeking or maintaining a business relationship with the District.

Definition

Fraud and financial impropriety shall include but not be limited to:

1. Forgery or unauthorized alteration of any document or account belonging to the District.
2. Forgery or unauthorized alteration of a check, bank draft, or any other financial document.

FISCAL MANAGEMENT GOALS AND OBJECTIVES
FINANCIAL ETHICS

CAA
(LOCAL)

3. Misappropriation of funds, securities, supplies, or other District assets, including employee time.
4. Impropriety in the handling of money or reporting of District financial transactions.
5. Profiteering as a result of insider knowledge of District information or activities.
6. Unauthorized disclosure of confidential or proprietary information to outside parties.
7. Unauthorized disclosure of investment activities engaged in or contemplated by the District.
8. Accepting or seeking anything of material value from contractors, vendors, or other persons providing services or materials to the District, except as otherwise permitted by law or District policy. [See CB, DBD]
9. Inappropriately destroying, removing, or using records, furniture, fixtures, or equipment.
10. Failure to provide financial records required by federal, state, or local entities.
11. Failure to disclose conflicts of interest as required by law or District policy.
12. Any other dishonest act regarding the finances of the District.
13. Failure to comply with requirements imposed by law, the awarding agency, or a pass-through entity for state and federal awards.

**Financial Controls
and Oversight**

Each employee who supervises or prepares District financial reports or transactions shall set an example of honest and ethical behavior and shall actively monitor his or her area of responsibility for fraud and financial impropriety.

Fraud Prevention

The Superintendent shall maintain a system of internal controls to deter and monitor for fraud or financial impropriety in the District.

Reports

Any person who suspects fraud or financial impropriety in the District shall report the suspicions immediately to a person with authority to investigate the suspicions, including any supervisor, the Superintendent, the Board President, or local law enforcement.

Reports of suspected fraud or financial impropriety shall be treated as confidential to the extent permitted by law. Limited disclosure may be necessary to complete a full investigation or to comply with

FISCAL MANAGEMENT GOALS AND OBJECTIVES
FINANCIAL ETHICS

CAA
(LOCAL)

	law. All employees involved in an investigation shall be advised to keep information about the investigation confidential.
<i>Protection from Retaliation</i>	Neither the Board nor any District employee shall unlawfully retaliate against a person who in good faith reports perceived fraud or financial impropriety. [See DG]
Fraud Investigations	In coordination with legal counsel and other internal or external departments or agencies, as appropriate, the Superintendent, Board President, or a designee shall promptly investigate reports of potential fraud or financial impropriety.
Response	If an investigation substantiates a report of fraud or financial impropriety, the Superintendent shall promptly inform the Board of the report, the investigation, and any responsive action taken or recommended by the administration. If an employee is found to have committed fraud or financial impropriety, the Superintendent shall take or recommend appropriate disciplinary action, which may include termination of employment. If a contractor or vendor is found to have committed fraud or financial impropriety, the District shall take appropriate action, which may include cancellation of the District's relationship with the contractor or vendor. When circumstances warrant, the Board, Superintendent, or a designee may refer matters to appropriate law enforcement or regulatory authorities. In cases involving monetary loss to the District, the District may seek to recover lost or misappropriated funds. The final disposition of the matter and any decision to file a criminal complaint or to refer the matter to the appropriate law enforcement or regulatory agency for independent investigation shall be made in consultation with legal counsel.
Federal Awards Disclosure	In connection with federal awards, the District shall promptly disclose in writing whenever the District has credible evidence of the commission of a violation of federal criminal law involving fraud, conflict of interest, bribery, or gratuity violations found in federal law, including the Civil False Claims Act. This provision applies to any activities or subawards of a federal award. [See CBB]
Analysis of Fraud	After any investigation substantiates a report of fraud or financial impropriety, the Superintendent shall analyze conditions or factors that may have contributed to the fraudulent or improper activity. The Superintendent shall ensure that appropriate administrative procedures are developed and implemented to prevent future misconduct. These measures shall be presented to the Board for review.

EMPLOYMENT PRACTICES

DC
(LOCAL)

Personnel Duties	The Superintendent shall define the qualifications, duties, and responsibilities of all positions and shall ensure that job descriptions are current and accessible to employees and supervisors.
Posting Vacancies	The Superintendent or designee shall establish guidelines for advertising employment opportunities and posting notices of vacancies. These guidelines shall advance the Board's commitment to equal opportunity employment and to recruiting well-qualified candidates. Current District employees may apply for any vacancy for which they have appropriate qualifications.
Applications	All applicants shall complete the application form supplied by the District. Information on applications shall be confirmed before a contract is offered for a contractual position and before hiring or as soon as possible thereafter for a noncontractual position. [For information related to the evaluation of criminal history records, see DBAA.]
Employment of Contractual Personnel	The Superintendent has sole authority to make recommendations to the Board regarding the selection of contractual personnel at the level of campus principal or above. The Board retains final authority for employment of contractual personnel at the level of campus principal or above. The Board delegates to the Superintendent the final authority to employ all other contractual personnel. [See DCA, DCB, DCC, and DCE as appropriate]
Employment of Noncontractual Personnel	Note: For employment of a bus driver related to a Board member or the Superintendent, see DBE(LEGAL).
	The Board delegates to the Superintendent final authority to employ and dismiss noncontractual employees on an at-will basis. [See DCD]
Employment Assistance Prohibited	No District employee shall assist another employee of the District or of any school district in obtaining a new job if the employee knows, or has probable cause to believe, that the other employee engaged in sexual misconduct regarding a minor or student in violation of the law. Routine transmission of an administrative or personnel file does not violate this prohibition. [See CJ for prohibitions relating to contractors and agents and DH (EXHIBIT DHA(LEGAL) for the Educators' Code of Ethics.]

EMPLOYEE STANDARDS OF CONDUCT

DH
(LOCAL)

Each District employee shall perform his or her duties in accordance with state and federal law, District policy, and ethical standards. The District holds all employees accountable to the Educators' Code of Ethics. [See ~~DH~~(~~EXHIBIT~~DHA(~~LEGAL~~)]

Each District employee shall recognize and respect the rights of students, parents, other employees, and members of the community and shall work cooperatively with others to serve the best interests of the District.

An employee wishing to express concern, complaints, or criticism shall do so through appropriate channels. [See DGBA]

**Violations of
Standards of
Conduct**

Each employee shall comply with the standards of conduct set out in this policy and with any other policies, regulations, and guidelines that impose duties, requirements, or standards attendant to his or her status as a District employee. Violation of any policies, regulations, or guidelines, including intentionally making a false claim, offering a false statement, or refusing to cooperate with a District investigation, may result in disciplinary action, including termination of employment. [See DCD, DCE, and DF series]

Weapons Prohibited

The District prohibits the use, possession, or display of any firearm, location-restricted knife, club, or prohibited weapon, as defined at FNCG, on District property at all times.

Exceptions

No violation of this policy occurs when:

1. Use or possession of a firearm by a specific employee is authorized by Board action [see the CKE series];
2. A District employee who holds a handgun license in accordance with state law stores a handgun or other firearm in a locked vehicle in a parking lot, parking garage, or other parking area provided by the District, provided the handgun or other firearm is not in plain view; or
3. The use, possession, or display of an otherwise prohibited weapon takes place as part of a District-approved activity supervised by proper authorities. [See FOD]

**Electronic
Communication**

Use with Students

A certified employee, licensed employee, or any other employee designated in writing by the Superintendent or a campus principal may use electronic communication, as this term is defined by law, with currently enrolled students only about matters within the scope of the employee's professional responsibilities.

Unless an exception has been made in accordance with the employee handbook or other administrative regulations, an employee

EMPLOYEE STANDARDS OF CONDUCT

DH
(LOCAL)

shall not use a personal electronic communication platform, application, or account to communicate with currently enrolled students.

Unless authorized above, all other employees are prohibited from using electronic communication directly with students who are currently enrolled in the District. The employee handbook or other administrative regulations shall further detail:

1. Exceptions for family and social relationships;
2. The circumstances under which an employee may use text messaging to communicate with individual students or student groups;
3. Hours of the day during which electronic communication is discouraged or prohibited; and
4. Other matters deemed appropriate by the Superintendent.

In accordance with ethical standards applicable to all District employees [see ~~DH(EXHIBIT~~~~DHA~~(LEGAL))], an employee shall be prohibited from using electronic communications in a manner that constitutes prohibited harassment or abuse of a District student; adversely affects the student's learning, mental health, or safety; includes threats of violence against the student; reveals confidential information about the student; or constitutes an inappropriate communication with a student, as described in the Educators' Code of Ethics.

An employee shall have no expectation of privacy in electronic communications with students. Each employee shall comply with the District's requirements for records retention and destruction to the extent those requirements apply to electronic communication. [See CPC]

Personal Use	All employees shall be held to the same professional standards in their public use of electronic communication as for any other public conduct. If an employee's use of electronic communication violates state or federal law or District policy, or interferes with the employee's ability to effectively perform his or her job duties, the employee is subject to disciplinary action, up to and including termination of employment.
Reporting Improper Communication	In accordance with administrative regulations, an employee shall notify his or her supervisor when a student engages in improper electronic communication with the employee.
Disclosing Personal Information	An employee shall not be required to disclose his or her personal email address or personal phone number to a student.

EMPLOYEE STANDARDS OF CONDUCT

DH
(LOCAL)

Prohibited Classroom Instruction or Activities	An employee is prohibited from intentionally or knowingly engaging in or assigning to another individual instruction, guidance, activities, or programming prohibited by law [see EMB].
Prohibited Diversity, Equity, and Inclusion Duties	An employee shall be subject to disciplinary action, including termination of employment, if the employee, intentionally or knowingly: • Engages in diversity, equity, and inclusion (DEI) duties. • Assigns to another individual DEI duties. [See BT(LEGAL)]
Social Transitioning	An employee shall be prohibited from assisting a District student with social transitioning, as the term is defined in law. This prohibition includes providing any information to a District student about social transitioning or guidelines intended to assist a District student with social transitioning.
Safety Requirements	Each employee shall adhere to District safety rules and regulations and shall report unsafe conditions or practices to the appropriate supervisor.
Harassment or Abuse	An employee shall not engage in prohibited harassment, including sexual harassment, of: 1. Other employees. [See DIA] 2. Students. [See FFH; see FFG regarding child abuse and neglect.] While acting in the course of employment, an employee shall not engage in prohibited harassment, including sexual harassment, of other persons, including Board members, vendors, contractors, volunteers, or parents. An employee shall report child abuse or neglect as required by law. [See FFG]
Relationships with Students	An employee shall not form romantic or other inappropriate social relationships with students. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. As required by law, the District shall notify the parent of a student with whom a District employee or person acting as a service provider for the District is alleged to have engaged in certain misconduct. [See FFF for parent notification requirements and DHB and DHC for reporting requirements.]

EMPLOYEE STANDARDS OF CONDUCT

DH
(LOCAL)

**Tobacco and
Nicotine Products
and E-Cigarettes**

An employee is prohibited from possessing or using any type of tobacco product, e-cigarette, or any other electronic vaporizing device while on school property, in a District vehicle, or while attending an off-campus school-related activity. An employee is also prohibited from possessing or using any type of nicotine product, including nicotine pouches, regardless of whether the product contains tobacco, while on District property, in a District vehicle, or while attending an off-campus school-related activity.

An employee's supervisor is authorized to approve an exception to this policy for a smoking cessation product.

**Alcohol and Drugs /
Notice of Drug-Free
Workplace**

As a condition of employment, an employee shall abide by the terms of the following drug-free workplace provisions. An employee shall notify the Superintendent in writing if the employee is convicted for a violation of a criminal drug statute occurring in the workplace in accordance with Arrests, Indictments, Convictions, and Other Adjudications, below.

An employee shall not manufacture, distribute, dispense, possess, use, or be under the influence of any of the following substances during working hours while on District property or at school-related activities during or outside of usual working hours:

1. Any controlled substance or dangerous drug as defined by law, including but not limited to marijuana, any narcotic drug, hallucinogen, stimulant, depressant, amphetamine, or barbiturate.
2. Alcohol or any alcoholic beverage.
3. Any abusable glue, aerosol paint, or any other chemical substance for inhalation.
4. Any other intoxicant or mood-changing, mind-altering, or behavior-altering drug.

An employee need not be legally intoxicated to be considered "under the influence" of a controlled substance.

Exceptions

It shall not be considered a violation of this policy if the employee:

1. Manufactures, possesses, or dispenses a substance listed above as part of the employee's job responsibilities;
2. Uses or possesses a controlled substance or drug authorized by a licensed physician prescribed for the employee's personal use; or

EMPLOYEE STANDARDS OF CONDUCT

DH
(LOCAL)

3. Possesses a controlled substance or drug that a licensed physician has prescribed for the employee's child or other individual for whom the employee is a legal guardian.

Sanctions

An employee who violates these drug-free workplace provisions shall be subject to disciplinary sanctions. Sanctions may include:

1. Referral to drug and alcohol counseling or rehabilitation programs;
2. Referral to employee assistance programs;
3. Termination from employment with the District; and
4. Referral to appropriate law enforcement officials for prosecution.

Notice

Employees shall receive a copy of this policy.

**Arrests, Indictments,
Convictions, and
Other Adjudications**

An employee shall notify his or her principal or immediate supervisor within three calendar days of any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of the employee for any felony, any offense involving moral turpitude, and any of the other offenses as indicated below:

1. Crimes involving school property or funds;
2. Crimes involving attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit that would entitle any person to hold or obtain a position as an educator;
3. Crimes that occur wholly or in part on school property or at a school-sponsored activity; or
4. Crimes involving moral turpitude, which include:
 - Dishonesty; fraud; deceit; theft; misrepresentation;
 - Deliberate violence;
 - Base, vile, or depraved acts that are intended to arouse or gratify the sexual desire of the actor;
 - Felony possession or conspiracy to possess, or any misdemeanor or felony transfer, sale, distribution, or conspiracy to transfer, sell, or distribute any controlled substance defined in Chapter 481 of the Health and Safety Code;
 - Felony driving while intoxicated (DWI); or
 - Acts constituting abuse or neglect under the Texas Family Code.

EMPLOYEE STANDARDS OF CONDUCT

DH
(LOCAL)

Dress and Grooming

An employee's dress and grooming shall be clean, neat, in a manner appropriate for his or her assignment, and in accordance with any additional standards established by his or her supervisor and approved by the Superintendent.

PERSONNEL POSITIONS

DP
(LOCAL)

**Principal
Qualifications**

In addition to the minimal certification requirement, a principal shall have at least:

1. Working knowledge of curriculum and instruction;
2. The ability to evaluate instructional program and teaching effectiveness;
3. The ability to manage budgets and personnel and to coordinate campus functions;
4. The ability to explain policy, procedures, and data;
5. Strong communications, public relations, and interpersonal skills;
6. Prior experience in instructional leadership roles; and
7. Other qualifications deemed necessary by the Board and included in the job description.

School Counselors

In accordance with law, a school counselor shall spend 80 percent of the counselor's work time on duties that are components of a comprehensive school counseling program (CSCP). [See FFEA]

If the Board approves a determination by the administration that due to District or campus staffing needs or other reasons a school counselor is prevented from spending 80 percent of the counselor's work time on duties that are components of a CSCP, the Board shall direct the Superintendent to develop a revised job description for the school counselor that addresses the percentage of the school counselor's time that shall be spent on duties related to the components of a CSCP and the duties the school counselor is expected to perform in the remaining work time. The Superintendent shall report to the Board regarding adjustments to a school counselor's duties under this provision.

PERSONNEL POSITIONS
PRINCIPALS

DPA
(LOCAL)

Qualifications

In addition to the minimal education and certification requirements established in the job description, a principal shall have at least:

1. Working knowledge of curriculum and instruction;
2. The ability to evaluate instructional program and teaching effectiveness;
3. The ability to manage budgets and personnel and to coordinate campus functions;
4. The ability to implement policy and procedures;
5. The ability to interpret data;
6. Strong communications, public relations, and interpersonal skills;
7. Prior experience in instructional leadership roles; and
8. Other qualifications deemed necessary by the Board and included in the job description.

PERSONNEL POSITIONS
OTHER PERSONNEL POSITIONS

DPB
(LOCAL)

School Counselors

In accordance with law, a school counselor shall spend 80 percent of the counselor's work time on duties that are components of a comprehensive school counseling program (CSCP). [See FFEA]

If the Board approves a determination by the administration that due to District or campus staffing needs or other reasons a school counselor is prevented from spending 80 percent of the counselor's work time on duties that are components of a CSCP, the Board shall direct the Superintendent to develop a revised job description for the school counselor that addresses the percentage of the school counselor's time that shall be spent on duties related to the components of a CSCP and the duties the school counselor is expected to perform in the remaining work time. The Superintendent shall report to the Board regarding adjustments to a school counselor's duties under this provision.

BASIC INSTRUCTIONAL PROGRAM
ELECTIVE INSTRUCTION

EHAD
(LOCAL)

Hunter Education

~~Hunter education instructors shall be permitted to bring unloaded firearms onto school premises for instructional purposes upon strict compliance with the following procedures:~~

- ~~1. The instructor shall obtain written authorization from the campus principal listing each time a firearm will be brought onto school premises. This authorization shall include both the instructor's and the principal's names and signatures; specify the number, types, and serial numbers of firearms to be used for instructional aides; and indicate when the firearms may be used and when they must be removed from campus.~~
- ~~2. The instructor shall carry the authorization when firearms are on school premises.~~
- ~~3. A copy of each authorization shall be maintained on file in the campus administrative office.~~
- ~~4. The instructor shall ensure that no live ammunition is brought onto school premises.~~

Notification

~~The principal shall notify local law enforcement officials when a hunter education program is offered at the campus and that instructors are authorized to be in possession of unloaded firearms on school premises.~~

SPECIAL PROGRAMS
GIFTED AND TALENTED STUDENTS

EHBB
(LOCAL)

Referral	Students may be referred for the gifted and talented program at any time by teachers, school counselors, parents, or other interested persons.
Screening and Identification Process	The District shall provide assessment opportunities to complete the screening and identification process for referred students at least once per school year. The District shall schedule a gifted and talented program awareness session for parents that provides an overview of the identification procedures and services for the program prior to beginning the screening and identification process.
Parental Consent	The District shall obtain written parental consent before any special testing or individual assessment is conducted as part of the screening and identification process. All student information collected during the screening and identification process shall be an educational record, subject to the protections set out in policies at FL.
Selection	
Identification Criteria	The Board-approved program for the gifted and talented shall establish criteria to identify gifted and talented students. The criteria shall be specific to the state definition of gifted and talented and shall ensure the fair assessment of students with special needs, such as the culturally different, the economically disadvantaged, and students with disabilities.
Assessments	Data collected through both objective and subjective assessments shall be measured against the criteria approved by the Board to determine individual eligibility for the program. Assessment tools may include, but are not limited to, the following: achievement tests, intelligence tests, creativity tests, behavioral checklists completed by teachers and parents, student/parent conferences, and available student work products.
Selection Matrix or Threshold System	If the selection process relies on a matrix or threshold system, the use of a scoring value based on race, ethnicity, sex, socioeconomic status, or disability shall be prohibited.
Placement Committee	A placement committee shall evaluate each referred student according to the established criteria and shall identify those students for whom placement in the gifted and talented program is the most appropriate educational setting. The committee shall be composed of at least three professional educators who have received training in the nature and needs and identification of gifted students, as required by law.
Notification	The District shall provide written notification to parents of students who qualify for services through the District's gifted and talented program. Participation in any program or services provided for

SPECIAL PROGRAMS
GIFTED AND TALENTED STUDENTS

EHBB
(LOCAL)

gifted students shall be voluntary, and the District shall obtain written permission from the parents before placing a student in a gifted and talented program.

Reassessment

If the District reassesses students in the gifted and talented program, the reassessment shall be based on a student's performance in response to services and shall occur no more than once in elementary grades, once in middle school grades, and once in high school grades.

Transfer Students

When a student identified as gifted by a previous school district enrolls in the District, the placement committee shall review the student's records and conduct assessment procedures when necessary to determine if placement in the District's program for gifted and talented students is appropriate.

[See FDD(LEGAL) for information regarding transfer students and the Interstate Compact on Educational Opportunities for Military Children]

Furloughs

The District may place on a furlough any student who is unable to maintain satisfactory performance or whose educational needs are not being met within the structure of the gifted and talented program. A furlough may be initiated by the District, the parent, or the student.

In accordance with the Board-approved program, a furlough shall be granted for specified reasons and for a specified period of time. At the end of a furlough, the student may reenter the gifted and talented program, be placed on another furlough, or be exited from the program.

Exit Provisions

The District shall monitor student performance in response to gifted and talented program services. If at any time the placement committee or a parent determines the program is not meeting the student's educational needs, the committee shall meet with the parent and student before finalizing an exit decision.

Appeals

A parent, student, or educator may appeal any final decision of the placement committee regarding services in the gifted and talented program. Appeals shall be made first to the placement committee. Any subsequent appeals shall be made in accordance with FNG(LOCAL) beginning at Level Two.

Program Evaluation

The District shall annually evaluate the effectiveness of the District's gifted and talented program, and the results of the evaluation shall be used to modify and update the District and campus improvement plans. The District shall include parents in the evaluation process and shall share the information with Board members,

SPECIAL PROGRAMS
GIFTED AND TALENTED STUDENTS

EHBB
(LOCAL)

administrators, teachers, school counselors, students in the gifted and talented program, and the community.

Funding

The Superintendent shall develop administrative procedures to ensure that 100 percent of the state funds allocated for the gifted and talented program are spent providing for and enhancing the District's program and that a method accounting for expenditures related to the gifted and talented program is established and aligns with the Texas Education Agency's financial compliance guidance.

**Community
Awareness**

The District shall ensure that information about the District's gifted and talented program is available to parents and community members and that they have an opportunity to develop an understanding of and support for the program.

Note: See policies DHB and DHC for information on other required reports regarding alleged misconduct against a student.

The District shall notify a parent of a student with whom a District employee or a person acting as a service provider for the District is alleged to have engaged in misconduct, informing the parent:

1. As soon as feasible that the alleged misconduct may have occurred;
2. Whether the individual was terminated following an investigation of the alleged misconduct or resigned before completion of the investigation; and
3. Whether a report was submitted to the Texas Education Agency or State Board for Educator Certification concerning the alleged misconduct.

For purposes of this policy, misconduct is defined as an individual's ~~alleged~~:

1. ~~Alleged~~ abuse or commission of an otherwise unlawful act with a student ~~or involvement in~~;
2. ~~Involvement in or soliciting~~ a romantic relationship, or soliciting or engaging in sexual contact, ~~with a student~~;
3. ~~Engaging in inappropriate communications with a student~~; or
- ~~4.4.~~ ~~Failing to maintain appropriate boundaries~~ with a student.

Notice of Suspected Criminal Offense

Except as provided by state law regarding child abuse investigations, the District shall notify a parent not later than one business day after the date an employee first suspects that a criminal offense has been committed against the parent's child.

[See also FFG for reporting requirements related to child abuse and FFH for parental notification requirements regarding prohibited conduct as defined by that policy.]

Explanatory Notes

TASB Localized Policy Manual Update 127

Lone Oak ISD

ATTN(NOTE)

GENERAL INFORMATION ABOUT THIS UPDATE

All changes to the legal framework provided in this update are currently effective unless otherwise indicated in the explanatory note for that code.

AIA(LEGAL)

ACCOUNTABILITY: ACCREDITATION AND PERFORMANCE INDICATORS

Revisions throughout the A-F Performance Ratings section of this legal framework are due to House Bill 8 from the Second Special Session of the 89th Legislature.

AIB(LEGAL)

ACCOUNTABILITY: PERFORMANCE REPORTING

Citations have been updated in accordance with redesignated Administrative Code rules.

AIC(LEGAL)

ACCOUNTABILITY: INTERVENTIONS AND SANCTIONS

Revisions to this legal framework are due to House Bill 8 from the Second Special Session of the 89th Legislature. This legislation repealed some provisions and amended others.

BAA(LEGAL)

BOARD LEGAL STATUS: POWERS AND DUTIES

An obsolete cross-reference has been deleted at Discretionary Powers and Duties.

BDAE(LEGAL)

OFFICERS AND OFFICIALS: DUTIES AND REQUIREMENTS OF DEPOSITORY

The note at the top of this legal framework has been updated to remove the hyperlink to the district's innovation plan. The hyperlink to the district's innovation plan is located in AF(LOCAL), and a cross-reference to that code has been included.

BDF(LEGAL)

BOARD INTERNAL ORGANIZATION: ADVISORY COMMITTEES

The note at the top of this legal framework has been updated to remove the hyperlink to the district's innovation plan. The hyperlink to the district's innovation plan is located in AF(LOCAL), and a cross-reference to that code has been included.

BJA(LEGAL)

SUPERINTENDENT: QUALIFICATIONS AND DUTIES

A cross-reference has been updated due to recoding material in the DP series of policies.

BJCF(LOCAL)

SUPERINTENDENT: NONRENEWAL

Recommended revisions to this local policy on nonrenewal of a superintendent align with language at DFBB(LOCAL) relating to accommodations of disability and the addition of two nonrenewal reasons included in Update 126 that were related to Senate Bill 12 from the 89th Legislature.

BQA(LEGAL)

PLANNING AND DECISION-MAKING PROCESS: DISTRICT-LEVEL

The note at the top of this legal framework has been updated to remove the hyperlink to the district's innovation plan. The hyperlink to the district's innovation plan is located in AF(LOCAL), and a cross-reference to that code has been included.

Explanatory Notes

TASB Localized Policy Manual Update 127

Lone Oak ISD

BQB(LEGAL)

PLANNING AND DECISION-MAKING PROCESS: CAMPUS-LEVEL

The note at the top of this legal framework has been updated to remove the hyperlink to the district's innovation plan. The hyperlink to the district's innovation plan is located in AF(LOCAL), and a cross-reference to that code has been included.

CAA(LOCAL)

FISCAL MANAGEMENT GOALS AND OBJECTIVES: FINANCIAL ETHICS

A cross-reference in the Note has been updated to reflect changes to the DH series of policies, which are described in more detail below.

CBB(LEGAL)

STATE AND FEDERAL REVENUE SOURCES: FEDERAL

The Federal Acquisition Regulation has increased the micro-purchase threshold limit to \$15,000 and increased the simplified acquisition threshold to \$350,000. The language under Procurement Methods has been adjusted accordingly.

CE(LEGAL)

ANNUAL OPERATING BUDGET

Revisions at Authorized Expenditures are due to House Bill 8 from the Second Special Session of the 89th Legislature. Section 3.006 of the bill amends Education Code 45.105(c-1).

CFB(LOCAL)

ACCOUNTING: INVENTORIES

As of July 1, 2025, [TEA](#) increased the capitalization threshold to \$10,000 to align with changes to the federal definition of equipment. The [Financial Accountability System Resource Guide](#) (FASRG) is in the process of being updated to reflect this change to rule 1.2.4.3 Capitalization of Assets.

Our records indicate that the district's capitalization threshold in CFB(LOCAL) is less than \$10,000. Districts may continue to use the lower threshold; however, if, after consultation with your auditor and other advisors, your district wishes to increase the threshold, please contact your policy consultant for assistance with updates.

CHE(LEGAL)

PURCHASING AND ACQUISITION: VENDOR DISCLOSURES AND CONTRACTS

Citations in the Required Contract Provisions section relating to Energy Companies have been updated after redesignation of the material by House Bill 4595 and to correct a typographical error.

CKEA(LEGAL)

SECURITY PERSONNEL: COMMISSIONED PEACE OFFICERS

Substantive revisions are due to rule changes. For readability, additional margin notes have been included. A note has been added under the Required Policies section to point the reader to TCOLE model policies and forms available on the TCOLE website.

CKEB(LEGAL)

SECURITY PERSONNEL: SCHOOL MARSHALS

The citation has been corrected at Fit for Duty Review.

CMD(LEGAL)

EQUIPMENT AND SUPPLIES MANAGEMENT: INSTRUCTIONAL MATERIALS CARE AND ACCOUNTING

19 Administrative Code 67.1001(e) has been amended. On page 4, the list at Permitted Expenditures adds items to implement Senate Bill 13 from the 89th Texas Legislature by updating the allowable expenditures from a district's instructional materials and technology allotment.

Explanatory Notes

TASB Localized Policy Manual Update 127

Lone Oak ISD

CNC(LEGAL)

TRANSPORTATION MANAGEMENT: TRANSPORTATION SAFETY

Language has been added from the Texas Administrative Code. The amended provisions regarding safety standards changed requirements that were once placed on manufacturers of school buses to now be requirements for school districts. The citation to the Transportation Code has been removed, as it is not necessary.

COA(LEGAL)

FOOD AND NUTRITION MANAGEMENT: PROCUREMENT

A citation has been corrected at Procurement Training.

CPC(LEGAL)

OFFICE MANAGEMENT: RECORDS MANAGEMENT

13 Administrative Code 7.125 has been repealed, and separate rules for each retention schedule have been adopted. Citations relating to the TSLAC Retention Schedules have been updated accordingly.

CQA(LEGAL)

TECHNOLOGY RESOURCES: DISTRICT, CAMPUS, AND CLASSROOM WEBSITES

The Required Website Postings section has been revised to reflect new statutory and rule requirements for postings, and the format has been modified to provide a clear citation to each requirement. The Note preceding the list has been revised to provide information regarding why the requirements are posted in the order that has been chosen by TASB.

D(LEGAL)

PERSONNEL

Restructuring of codes in the DH section and the DP section necessitates an update to the D section table of contents.

DC(LEGAL)

EMPLOYMENT PRACTICES

A cross-reference in the Employment Policies section has been updated to reflect changes to the DP series of policies.

DC(LOCAL)

EMPLOYMENT PRACTICES

The cross-reference at Employment Assistance Prohibited has been updated to reflect changes to the DH series of policies. Standard policy language at BJA(LOCAL) notes that the superintendent may delegate responsibilities to other employees of the district but shall remain accountable to the board for the performance of all duties, delegated or otherwise. For this reason, TASB recommends removing "or designee" from the Posting Vacancies section.

DCA(LEGAL)

EMPLOYMENT PRACTICES: PROBATIONARY CONTRACTS

The note at the top of this legal framework has been updated to remove the hyperlink to the district's innovation plan. The hyperlink to the district's innovation plan is located in AF(LOCAL), and a cross-reference to that code has been included.

DEA(LEGAL)

COMPENSATION AND BENEFITS: COMPENSATION PLAN

The note at the top of this legal framework has been updated to remove the hyperlink to the district's innovation plan. The hyperlink to the district's innovation plan is located in AF(LOCAL), and a cross-reference to that code has been included.

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DEAA(LEGAL)

COMPENSATION PLAN: INCENTIVES AND STIPENDS

House Bill 2, Article 2.20(b) from the 89th Legislature repealed Education Code 48.114 effective September 1, 2026. TASB has opted to include this repeal with Update 127, as it will be the Update closest in time to the effective date.

DF(LEGAL)

TERMINATION OF EMPLOYMENT

The cross-reference at Report to Superintendent has been updated to reflect changes to the DP series of policies. We have also updated the cross-reference at Prohibited Classroom Instruction to reflect policy EMB.

DFBA(LEGAL)

TERM CONTRACTS: SUSPENSION/TERMINATION DURING CONTRACT

The cross-reference at Report by Principal has been updated to reflect changes to the DP series of policies.

DFE(LEGAL)

TERMINATION OF EMPLOYMENT: RESIGNATION

The cross-reference at Report by Principal has been updated to reflect changes to the DP series of policies.

DH(LEGAL)

EMPLOYEE STANDARDS OF CONDUCT

Because DHA(LEGAL) has been created to focus on educator ethics, the section by that name has been deleted from this code. In addition, the Duty to Report section of this legal framework has been bolstered with additional text around the duty to report child abuse or neglect.

DH(LOCAL)

EMPLOYEE STANDARDS OF CONDUCT

The two cross-references to DH(EXHIBIT) have been revised to reflect changes to the DH series of policies, which are described in more detail below.

DH(EXHIBIT)

EMPLOYEE STANDARDS OF CONDUCT

This exhibit is being deleted from the manual, and the Educators' Code of Ethics is being recoded to DHA(LEGAL).

DHA(LEGAL)

EMPLOYEE STANDARDS OF CONDUCT: EDUCATOR CODE OF ETHICS

This new legal framework has been created to house information relating to the Educators' Code of Ethics. This material has been recoded to clarify that elements 3.8 and 3.9 of the Code of Ethics now form the basis of the reporting requirements for educator misconduct that changed during the 89th Legislature. Prior to Update 127, the Educators' Code of Ethics was housed as an exhibit to the manual at DH(EXHIBIT). Because the definitions relating to inappropriate communication and boundaries are from the Code of Ethics, they are now in this new legal framework.

DHB(LEGAL)

EMPLOYEE STANDARDS OF CONDUCT: REPORTS TO STATE BOARD FOR EDUCATOR CERTIFICATION

The cross-reference at Deadline to Report After Termination or Resignation has been updated to reflect changes to the DP series of policies.

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DHC(LEGAL)

EMPLOYEE STANDARDS OF CONDUCT: REPORTS TO TEXAS EDUCATION AGENCY

The cross-reference at Deadline to Report has been updated to reflect changes to the DP series of policies. A citation has been corrected in the Contents of Report section.

DK(LEGAL)

ASSIGNMENT AND SCHEDULES

The note at the top of this legal framework has been updated to remove the hyperlink to the district's innovation plan. The hyperlink to the district's innovation plan is located in AF(LOCAL), and a cross-reference to that code has been included.

DMA(LEGAL)

PROFESSIONAL DEVELOPMENT: REQUIRED STAFF DEVELOPMENT

The note at the top of this legal framework has been updated to remove the hyperlink to the district's innovation plan. The hyperlink to the district's innovation plan is located in AF(LOCAL), and a cross-reference to that code has been included.

DNA(LEGAL)

PERFORMANCE APPRAISAL: EVALUATION OF TEACHERS

The note at the top of this legal framework has been updated to remove the hyperlink to the district's innovation plan. The hyperlink to the district's innovation plan is located in AF(LOCAL), and a cross-reference to that code has been included.

DP(LEGAL)

PERSONNEL POSITIONS

Material at DP(LEGAL) is being recoded to DPA, regarding principals, and DPB, regarding other personnel positions, as the requirements specific to principals have expanded sufficiently to warrant a separate legal framework.

DP(LOCAL)

PERSONNEL POSITIONS

To accommodate the restructuring of the DP series due to the requirements specific to principals, this local policy is recommended for deletion. Materials regarding principal qualifications have been moved to a new code at DPA(LOCAL), and the language relating to school counselors has been moved to DPB(LOCAL).

DPA(LEGAL)

PERSONNEL POSITIONS: PRINCIPALS

Information relating to principals previously found at DP has been relocated to this new code. In addition, a note relating to the requirement to report child abuse or neglect has been added so all reporting requirements for principals are housed in one location for clarity.

DPA(LOCAL)

PERSONNEL POSITIONS: PRINCIPALS

This new code specifically related to principals now houses principal qualification language that was previously at DP(LOCAL). Minor revisions have been made to the text at Qualifications to align with the model job description provided by TASB HR Services. Any posting for a principal position would, at minimum, include the items provided in this list. Other qualifications may be included as provided by the last item in the list.

DPB(LEGAL)

PERSONNEL POSITIONS: OTHER PERSONNEL POSITIONS

All information previously at DP(LEGAL) that is not related to principals (now at DPA) and substitutes (now at DPC) has been moved to this legal framework. The School Psychological Services section has been amended to reflect changes in 22 Administrative Code 465.38(b)-(c).

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DPB(LOCAL)

PERSONNEL POSITIONS: OTHER PERSONNEL POSITIONS

This new policy now houses text relating to school counselors that was previously at DP(LOCAL).

DPC(LEGAL)

PERSONNEL POSITIONS: SUBSTITUTE, TEMPORARY, AND PART-TIME POSITIONS

This new legal framework now houses information formerly in DPB(LEGAL) relating to substitute positions.

EB(LEGAL)

SCHOOL YEAR

The note at the top of this legal framework has been updated to remove the hyperlink to the district's innovation plan. The hyperlink to the district's innovation plan is located in AF(LOCAL), and a cross-reference to that code has been included.

EC(LEGAL)

SCHOOL DAY

The note at the top of this legal framework has been updated to remove the hyperlink to the district's innovation plan. The hyperlink to the district's innovation plan is located in AF(LOCAL), and a cross-reference to that code has been included.

EEB(LEGAL)

INSTRUCTIONAL ARRANGEMENTS: CLASS SIZE

The note at the top of this legal framework has been updated to remove the hyperlink to the district's innovation plan. The hyperlink to the district's innovation plan is located in AF(LOCAL), and a cross-reference to that code has been included.

EFA(LEGAL)

INSTRUCTIONAL RESOURCES: INSTRUCTIONAL MATERIALS

Substantive revisions are due to amendments to 19 Administrative Code 67.1501 and 67.1502 regarding TEA standards for review of instructional materials. Additional revisions have been made for organization and to margin notes to improve clarity and readability.

EHAC(LEGAL)

BASIC INSTRUCTIONAL PROGRAM: REQUIRED INSTRUCTION (SECONDARY)

Changes to this policy regarding course offerings in grades 9-12 were needed after amendments to 19 Administrative Code 74.3. Citations have also been updated to conform with the new amendments.

EHAD(LOCAL)

BASIC INSTRUCTIONAL PROGRAM: ELECTIVE INSTRUCTION

This policy on hunter education was once necessary for districts that offered hunter education courses. The policy is no longer a requirement and is recommended for deletion from the manual.

EHBB(LEGAL)

SPECIAL PROGRAMS: GIFTED AND TALENTED STUDENTS

Revisions to this legal framework are due to amendments to 19 Administrative Code 89.1.

EHBB(LOCAL)

SPECIAL PROGRAMS: GIFTED AND TALENTED STUDENTS

Recommended changes at Identification Criteria are the result of amendments to 19 Administrative Code 89.1.

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EHBCA(LEGAL)

COMPENSATORY SERVICES AND INTENSIVE PROGRAMS: ACCELERATED INSTRUCTION

Revisions to this legal framework are due to House Bill 8 from the Second Special Session of the 89th Legislature. Please note that the English II end-of-course (EOC) assessment is still a requirement for the 2026 and 2027 graduating classes.

EHDD(LEGAL)

ALTERNATIVE METHODS FOR EARNING CREDIT: COLLEGE COURSE WORK/DUAL CREDIT

The FAST Program section has been revised due to amendments to 19 Administrative Code 13.503(a)-(b). Deletions throughout are due to repealed provisions from the Administrative Code.

EKB(LEGAL)

TESTING PROGRAMS: STATE ASSESSMENT

Revisions throughout this legal framework are due to changes from House Bill 8 from the Second Special Session of the 89th Legislature.

FA(LEGAL)

PARENT RIGHTS AND RESPONSIBILITIES

A section prohibiting infringement on parental rights has been added after voters approved Senate Joint Resolution 34 from the 89th Legislature.

FDA(LEGAL)

ADMISSIONS: INTERDISTRICT TRANSFERS

The note at the top of this legal framework has been updated to remove the hyperlink to the district's innovation plan. The hyperlink to the district's innovation plan is located in AF(LOCAL), and a cross-reference to that code has been included.

FEC(LEGAL)

ATTENDANCE: ATTENDANCE FOR CREDIT

The note at the top of this legal framework has been updated to remove the hyperlink to the district's innovation plan. The hyperlink to the district's innovation plan is located in AF(LOCAL), and a cross-reference to that code has been included.

FED(LEGAL)

ATTENDANCE: ATTENDANCE ENFORCEMENT

Changes regarding sanctions as they relate to truancy prevention measures are due to revisions at 19 Administrative Code 129.1047.

FFAC(LEGAL)

WELLNESS AND HEALTH SERVICES: MEDICAL TREATMENT

13 Administrative Code 7.125, which contained all the TSLAC retention schedules, was repealed and replaced with 13 Administrative Code 7.126-.137. Each rule now contains a single retention schedule. The Records of Public School Districts schedule is now located at 13 Administrative Code 7.131. The revision at Records in the section on the Maintenance and Administration of Epinephrine Delivery Systems reflects this change. Related revisions also appear in CPC(LEGAL).

FFEB(LEGAL)

COUNSELING AND MENTAL HEALTH: MENTAL HEALTH

The cross-reference in the Exception: Court Order section has been updated to reflect changes to the DP series of policies.

FFF(LOCAL)

STUDENT WELFARE: STUDENT SAFETY

The definition of misconduct has been amended to include provisions from Senate Bill 571 from the 89th Legislative Session. The misconduct definition has also been reformatted to improve readability.

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FM(LEGAL)

STUDENT ACTIVITIES

In the Limits on Participation and Practice section, "one activity" has been revised to "two activities" due to amendments to 19 Administrative Code 76.1001(d).

FOA(LEGAL)

STUDENT DISCIPLINE: REMOVAL BY TEACHER OR BUS DRIVER

At Appeals, a citation error has been corrected, and margin notes have been added to assist with clarity and readability.

GKA(LEGAL)

COMMUNITY RELATIONS: CONDUCT ON SCHOOL PREMISES

A citation in the Tobacco and E-Cigarettes section has been updated after 20 U.S.C. 7183 was redesignated to 20 U.S.C. 7973.

GKD(LEGAL)

COMMUNITY RELATIONS: NONSCHOOL USE OF SCHOOL FACILITIES

Substantial revisions have been made regarding Facilities Use by Religious Organizations based on Senate Bill 2986 from the 89th Legislature.

GNC(LEGAL)

RELATIONS WITH EDUCATIONAL ENTITIES: COLLEGES AND UNIVERSITIES

19 Administrative Code 9.141-9.144, 9.146, and 9.147 have been repealed, which led to substantive changes to this legal framework. Provisions that are duplicative of those in EHDD(LEGAL) have been deleted.