

We are



LONE STAR
ONLINE ACADEMY
at Roscoe

POWERED BY STRIDE K12

Learning Success Opportunities for All
Student-Centered, Teamwork, Accountability, Respect,
and Stewardship

Lone Star Online Academy 2025 – 2026 Student Handbook

LSOA Phone Number | 972.420.1404

Customer Care | 866.512.2273

525 S. Loop 288, Suite 125
Denton, TX 72601



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Lone Star Online Academy 2025-2026 Student Calendar

Jun '25						
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Jun '26						
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Jul '26						
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26	27	28	29	30	31	

Office Closed for AHS
PD (Students Off)
Student and Staff Holiday
First Day of Semester
Last Day of Semester

Introduction

This Student Handbook guides parents and students enrolled in Lone Star Online Academy (LSOA). LSOA operates in partnership with Roscoe Collegiate Independent School District (RCISD) and is subject to the rules and regulations of the Texas Education Agency (TEA).

LSOA has the right to amend the Student Handbook as new state regulations become available. A current copy of the handbook will be maintained on the LSOA website.

Vision

Learning Success Opportunities for All

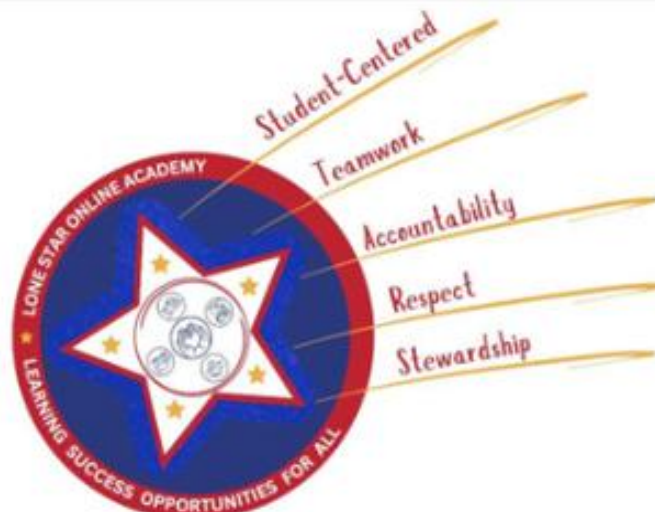
Mission

We will provide opportunities for ALL students, learning coaches, teachers, and administrators to learn and reach success as an LSOA Star and throughout their future.

Values

Student-Centered, Teamwork, Accountability, Respect, and Stewardship

 **LONE STAR**
ONLINE ACADEMY
at Roscoe
POWERED BY STRIDE K12



RCISD Parent/Student Handbook

Students enrolled in LSOA are expected to follow RCISD's Student Handbook and Code of Conduct policies.

RCISD Handbook

Roscoe Collegiate ISD Contact Information

<https://www.roscoe.esc14.net/>

P. O. Box 579

1101 W. 7th Street Roscoe, Texas 79545

PHONE: 325-766-3629

Questions or Concerns?

LSOA staff recognizes that life at school does not always run smoothly. As problems arise, school personnel and parents must collaborate to solve them.

Many questions/concerns may be addressed in our [LSOA Learning Coach Resources](#). Please follow the procedures below for anything not addressed in the LC Resource guide. If you need the assistance of a language interpreter, call 1-800-225-5254 and state you are with LSOA.

Step 1

All questions/concerns should be first directed to the student's teacher via phone or email. If an LSOA teacher cannot resolve the issue, they will direct the Learning Coach (LC) and/or student to the appropriate contact for assistance. A meeting may be arranged if the issue is unable to be resolved via phone or email.

Step 2

If a question/concern is not resolved at this level, LCs and/or Legal Guardians (LGs) are advised to contact the campus Principal or Assistant Principal. A meeting may be arranged if the issue is unable to be resolved via phone or email.

Step 3

If questions/concerns remain unresolved, the LC/LG may discuss them with the school administration. Please send your request for a meeting via email to Chaille Hymes, Senior Executive Director, at chymes@lsoa.org.

Admission and Enrollment Information

Admission Requirements

As a virtual school, LSOA follows the enrollment requirements set forth for all Texas virtual public schools.

- Students entering Kindergarten must have reached their 5th birthday on or before September 1st, 2025.
- All students must reside in Texas and remain in Texas throughout the year. Travel outside the state or country for extended periods of time (more than 2 weeks) must be approved in writing by the Senior Executive Director Chaille Hymes by emailing chymes@lsoa.org.

Enrollment Information

Required Immunizations

Each student shall be fully immunized against diphtheria, rubeola (measles), rubella, mumps, tetanus, and poliomyelitis. The Texas Department of State Health Services (TDSHS) may modify or delete any of these immunizations or may require immunizations against additional diseases as a requirement for admission to any elementary or secondary school. *[Education Code 38.001(a), (b)]*

Students in Kindergarten through twelfth grade shall have the following additional vaccines, according to the immunization schedules outlined in TDSHS regulations: pertussis, hepatitis B, hepatitis A, and varicella (chickenpox). TDSHS requires students enrolling in seventh through twelfth grades to have one dose of meningococcal vaccine on or after the student's 11th birthday. *[25 TAC 97.63]*

Please note: Immunization requirements and the recommended immunization schedule are on the [TDSHS website](https://www.tdsHS.gov).

Admission of Homeless Children and Youth

The McKinney Act of 1987, or P.L. 100-77, ensures that each homeless individual and homeless youth shall have equal access to the same free, appropriate public education as provided to other children and youth. Under the Act, schools are prohibited from delaying a homeless child's entry into school due to delays in obtaining school records. Rules regarding guardianship must be waived for homeless students living with foster parents or relatives other than their legal guardians.

The McKinney-Vento Definition of Homeless

Subtitle VII-B of the McKinney-Vento Homeless Assistance Act (per Title IX, Part A of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act) defines homeless as follows:

The term "homeless children and youths":

- (A) means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of

section 103(a)(1)); and

(B) includes--

- (i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of adequate alternative accommodations; are living in emergency or transitional shelters, or are abandoned in hospitals;*
- (ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(C));
- (iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- (iv) migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in the circumstances described in clauses (i) through (iii).
- (v) Per Title IX, Part A of the Every Student Succeeds Act, "awaiting foster care placement" was removed from the definition of homeless on December 10, 2016; the only exception to this removal is that "covered states" have until December 10, 2017, to remove "awaiting foster care placement" from their definition of homeless.
- (vi) Additional support information is available by calling the school office at 972-420-1404 and requesting to speak with the School-Based Enrollment Coordinator or McKinney Vento Liaison.

Contact Person: Maya Salinas Email: msalinas@lsoa.org

Foster Care

- (vii) Under Texas law, students in foster care are entitled to immediate enrollment when arriving at a new school or district — regardless of whether they have the necessary documentation and paperwork.
- (viii) CPS caseworkers are required to enroll a child in school within three (3) school days of the child either:
 - (C) being placed in CPS custody or b) moving to a new school or placement. The caseworker then has up to 30 days to provide all necessary enrollment paperwork to the new school. The caseworker will follow up to ensure the student:
 - (i) Has their records requested and received;
 - (ii) Is placed in the appropriate grade level and classes;
 - (iii) Receives their books; and
 - (iv) receives special education services, if appropriate.
 - (v) *Who may enroll a student living in foster care in school?*

(vi) If a child is in a foster care placement, DFPS has the legal authority to enroll the child in school. DFPS may delegate that authority to another person, usually the person who will be responsible for the day- to-day care of the child, such as the following:

- Foster parent or designated caregiver;
- CPS caseworker or other staff;
- CASA or student's guardian ad litem;
- Residential facility staff;
- Child Placing Agency staff, including case manager, or
- Biological parent, in some cases.

For additional information on the necessary items to enroll a youth in foster care in a public Texas school, please refer to <http://tea.texas.gov/FosterCareStudentSuccess/>.

Additional support information is available by calling the school office at 972-420-1404 or emailing our Foster Care Liaison.

Contact Person: Jana Bisby - jbisby@lsoa.org

Children of Military Families

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

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

In addition, the district will excuse absences related to students visiting with their parents, including a stepparent or legal guardian, who have been called to active duty for, are on leave from, or are returning from a deployment of at least four months.

- The district will permit no more than five (5) excused absences per year for this purpose.
- For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent's return from deployment.

Additional information may be found at <http://tea.texas.gov/index2.aspx?id=7995>. You can also call the school office at 972-420-1404 and request to speak with the school-based enrollment coordinator.

Title 1 Part A – Improving Basic Programming

LSOA is a campus wide identified Title 1 campus. As a Title 1 school, we assure that we will provide additional resources and programming to students to ensure that all students are provided with opportunities to meet the challenges of state assessments and Texas TEKS. For more information on LSOA's

plan for implementation please visit [Parent & Family Engagement Newsletter](#). (This is for 24-25 school year and will be updated when 25-26 information is available.)

Attendance Requirements

Consistent school attendance is essential for students to monitor their education—to benefit from teacher-led and school activities, build a solid academic foundation, and grow as an individual.

To maintain enrollment at LSOA, students must follow the attendance policies outlined here. Absences from class may seriously disrupt a student’s mastery of the instructional materials; therefore, the student and parent should make every effort to avoid unnecessary absences.

Please note: LSOA requires computer and internet access. If your internet connection temporarily goes out, your computer is being worked on, there is a power outage, or you are waiting to see if you qualify for a loaner computer, you must still go to school. We recommend using a local library, a local business that provides WIFI, or a friend’s house to use their computer and internet while resolving your technology issues. If your outage is prolonged, notify your homeroom teacher immediately or call 972- 420-1404.

Compulsory Attendance

State law requires that students between the ages of 6 and 18 attend school and any applicable accelerated instruction program, extended-year program, or tutorial session unless the student is otherwise excused from attendance or legally exempt.

Attendance Beyond the Academic Calendar

If the student does not meet the passing standard on the state assessment(s) for their grade level, they must attend any assigned Accelerated Instruction Program. This program may occur over the summer, before school, or after school hours. Summer programming does not meet the needed requirements for a change in grade placement for the upcoming school year.

How LSOA Attendance is Logged

Students enrolled at LSOA must attend school on each instructional day as determined by the LSOA academic calendar. This attendance is calculated through several measures within the Learning Management System (LMS).

Attendance for LSOA students is accounted for in the following ways:

- Completing daily/weekly lessons and assignments via the student’s account in Online School (OLS) and other sites/resources provided.
 - The campus principal may assign additional work to students that complete all coursework before the end of any semester.
- Student participation in assigned virtual online sessions (Class Connect sessions) with state- certified teachers and/or counselors.

- Student review of recorded lessons published by state-certified teachers and/or counselors.
- Attending required in-person state assessments such as STAAR OR MCLASS and TELPAS
- Completing all additional required online assessments including, but not limited to:
 - Campus-based Assessments
 - mCLASS
 - Interims

Class Connect Session Requirements

Daily, live Class Connect (CC) sessions are a requirement of our program. Successful LSOA students make every attempt to attend these sessions live; however, recordings are made available should the student be unable to attend live for any reason.

- Teachers will hold daily Class Connect sessions throughout the week in all courses.
 - Student assessment data and overall grades are considered when building CC schedules.
 - Teachers may assign additional sessions outside of the regular CC schedule based on individual student needs.
- Students are expected to attend all CC sessions listed as REQUIRED and should make every effort to participate in all CC sessions marked as OPTIONAL.
- Students and Learning Coaches should be prepared to see changes to the Class Connect periodically throughout the school year to personalize the learning experience for each student.

Excused and Unexcused Absences

Excused Absences

When a legal guardian (LG) knows that their student will be absent, it is requested that the LG provide prior, written notice of the upcoming absence through [the Absence Docusign form](#). If the LG cannot provide prior notice of a student's absence, notice must be provided as soon as possible. The Truancy Officer processes the Absence Docusign form. **Please note a student's absence is classified as unexcused until LSOA has received documentation from the LG.**

LSOA considers the following factors, as defined by TEA, to be a "reasonable" excuse and will result in an "excused absence" for time missed from school:

- Religious holidays
- Maternity/Paternity Leave
- Bereavement Leave (immediate family)
- Required court appearances
- Activities related to obtaining United States citizenship
- 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.
 - A note from the healthcare provider must be submitted upon the student's arrival or return to campus

- For students in the conservatorship (custody) of the state:
 - An activity required under a court-ordered service plan; or
 - Any other court-ordered activity provided it is not practicable to schedule the student's participation in the activity outside of school hours.
- Children of military families, absences of up to five days will be excused for a student to visit with a parent, stepparent, or legal guardian who has been called to duty or is on leave from or immediately returned from specific deployments.

In addition, absences will be considered for excusal by LSOA administration for the following reasons:

- **Personal Illness:** When a student's absence for personal illness exceeds three consecutive days, the student shall present a physician or health clinic statement verifying the disease or condition that caused the student's extended absence from school.
 - Suppose the student has established a questionable pattern of absences. In that case, LSOA administration may also require a physician's or clinic's statement of illness after a single day's absence as a condition of classifying the absence as one for which there are extenuating circumstances.
- **Absences for Serving as an Election Clerk:** Up to two absences in a school year may be exempt from compulsory attendance requirements if the student presents written approval from the parent, obtains written permission from the principal before the absences, provides written documentation of the service performed from a governmental office, and completes all make-up work.
- **Absences for a Military Honors Funeral:** An absence of a student in grades 6-12 to sound "Taps" at a military honors funeral for a deceased veteran also will be excused.

*Natural Disaster Disclaimer: In the event of a natural disaster that impacts specific regions of the state, there will be consideration of needs on a case-by-case basis. Notification to your homeroom teacher will be needed for consideration of excused absences.

Accumulated Unexcused Absences and Truancy Process

Students will be considered absent for the following reasons:

- Students who do not attend LSOA each instructional day without a valid written excuse.
- Students who do not log in on each instructional day, as determined by the LSOA academic calendar.
- Absences not identified as "reasonable" per the list above will be considered "unexcused."

Per Texas Education Code (TEC) Sec 25.095 and RCISD, FEA (LEGAL), LSOA will follow the processes outlined below for accumulated unexcused absences.

(5) Unexcused Absences

Students who accumulate a total of five (5) absences will be sent a warning letter via personal email and be invited to a truancy informational meeting by the Attendance Clerk.

(10) Unexcused Absences

1. The Truancy Officer will send the Executive Director and campus principal a list of students to be

reviewed for withdrawal.

2. The Executive Director confirms with the Truancy Officer the students that need to be reviewed for withdrawal.
3. The students approved for withdrawal will have their curriculum locked by the Truancy Officer and be given 24 hours to appeal.
4. If no appeal is received, the student will be withdrawn.
5. Any appeals received are sent to the Executive Director to approve or disapprove.
6. The legal guardian will be notified of the decision within 72 hours.

Please note: The student's legal guardian(s) are subject to prosecution for the offense of Parent Contributing to Truancy. The child is also subject to prosecution or referral to the Juvenile Court for the crime of Failure to Attend School.

Suppose an LSOA student's chronic truancy results from homelessness, the student's enrollment rights at LSOA shall be based on the McKinney-Vento Homeless Assistance Act. Please refer to the [McKinney- Vento Section](#) of this handbook for additional information.

Students with Disabilities

Suppose a student with a disability is experiencing attendance issues. The student's ARD committee or Section 504 committee will be notified in that case. The committee will determine whether the attendance issues warrant an evaluation, a reevaluation, and modifications to the student's individualized education program or Section 504 plan, as appropriate.

Withdrawals

If an LG wishes to withdraw their student(s) from LSOA, please reach out to your homeroom teacher or school administrator to ensure your withdrawal is completed fully and academic records are successfully transferred to your student's new school/district.

After the withdrawal is received, your student's academic record will be compiled and verified. All academic records are transferred to your student's new school/district using the state's internal system (TRex).

If you have further questions about the withdrawal process, call the LSOA office at 972-420-1404.

Locked Curriculum

LSOA may lock a student's curriculum, inhibiting the student's ability to complete required daily/weekly assignments. A student's curriculum may be locked until the following situations/issues are resolved:

- Missing or incomplete required assessments
- Missed required meetings such as meetings or scheduled teacher conferences
- Missing immunization records or other enrollment documentation

Students and Legal Guardians will receive a warning from the appropriate department before their curriculum is locked. LGs must communicate with that appropriate department to unlock their student's curriculum.

Removal from LSOA

Students may be removed from LSOA for any of the following reasons:

- Dual enrollment with another school
- Missing registration paperwork
- Residing in another state or country for a time period resulting in the student missing any required testing window(s) or authorized service(s)
- Disciplinary action
- Lack of attendance
- Multiple core-course failures
- Missing required assessments in person and remote
- Persistent disengagement

Students are provided with all necessary due process rights before removal.

1. LSOA administration will contact the LG
2. LG has three business days to respond
3. No response will result in immediate withdrawal from the program

Student Records

Student records are maintained at the LSOA office. Parents/legal guardians may contact the LSOA office to obtain a copy of student records. A copying fee may be charged. If parents change their address, telephone, e-mail address, or place of employment, they are asked to follow the procedure below.

Change Of Contact Information

Mailing Address

If your address is changed after registration and enrollment, TWO new proofs of residence are needed to update your address in the K12 and state systems. This process can be initiated by filling out the [Change of Address survey](#).

LSOA will need two of the documents listed below. Once these documents have been submitted, our administrative office will be happy to update your new address.

TWO of the following documents must be submitted for Proof of Residence:

- Mortgage Statement
- Lease
- Utility Bill (gas, water, or electric) – must show the service address
- Property Tax Statement
- Internet/Phone/Cable Bill – must show a service address.
 - If you have a bundled service, please submit your entire bill to ensure the correct information is received.

Please note: Proof of Residence must be in the legal guardian's name. If you are submitting a Proof of Residence not in your name, you will need to fill out a form and have it notarized. To obtain this form, please contact your student's registrar.

After this process is completed, you can confirm your address in our system by following the steps below:

1. Log in to the OLS with your username and password
2. Click "My Account" at the top right of your screen
3. Select "My Account" from the drop-down menu, and your updated address will appear

Additional questions should be directed to our office by calling 972-420-1404 or visit the [Learning Coach Resource Newsletter](#).

Family Education Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) provides LGs and students over 18 years of age ("eligible students") certain rights regarding the student's education records. These rights are:

- The right to inspect and review the student's education records within 45 days of the day the school receives an access request.
 - To request an inspection and review, the legal guardian or eligible student should submit a written request to the Executive Director that identifies the record (s) they wish to inspect.
 - The Executive Director will make access arrangements and notify the parent or eligible student of the time and place where the records may be inspected.
- The right to request an amendment of the student's education records that the legal guardian or eligible student believes are inaccurate.
 - Legal guardians or eligible students may ask the school to amend a record that they think is inaccurate. They should write the Executive Director, clearly identify the part of the record they want to be changed and specify why it is incorrect.
 - If the school decides not to amend the record as requested by the legal guardian or eligible student, the school will notify the legal guardian or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment.
 - Additional information regarding the hearing procedures will be provided to the legal guardian or eligible student when notified of the right to a hearing.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA allows disclosure without consent.
 - The school may disclose consent if the disclosure of the information is to school officials with legitimate educational interests. A school official has a legitimate educational interest if the official needs to review an education record to fulfill their professional responsibility.
 - A school official is a person employed by or contracted to provide services to or designated by the contractor to provide services to the school as an:
 - administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel)
 - a person serving on the Board of Directors of the School

- a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist)
 - a legal guardian or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
- Upon request, the school may disclose education records without consent to officials of another school district in which a student seeks or intends to enroll.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA.
 - The name and address of the Office that administers FERPA are: Family Policy Compliance Office
U.S. Department of Education 400 Maryland Ave., S.W. Washington, D.C. 20202-4605

Directory Information

FERPA requires that the school, with certain exceptions, obtain a legal guardian's or eligible student's written consent prior to the disclosure of personally identifiable information from a child's education records. However, the School may disclose "directory information" without written consent, the legal guardian or eligible student, have advised the school in writing they do not want all or part of the directory information disclosed.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can be disclosed to outside organizations without a legal guardian's prior written consent. In addition, federal laws require the school to provide military recruiters, upon request, with three directory information categories – names, addresses, and telephone listings – unless legal guardians or eligible students have advised the school in writing that they do not want their student's information disclosed without prior written consent.

The school has designated the following information as directory information:

- Student's name
- Address
- Telephone listing
- Email address
- Photograph
- Date and place of birth
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password,

or other factor known or possessed only by the authorized user

- A student ID number or other unique personal identifier that is displayed on a student ID badge, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.

The primary purpose of directory information is to allow the school to include information from education records in certain school publications or disclose it to certain parties. Examples include:

- Shipment of computer and school materials to and from a student's home
- Entry of student enrollment information into a computer database for use by school officials
- Sports activity sheets, such as for wrestling, showing the weight and height of team members

If there are certain items the school has chosen to designate as directory information that legal guardians do not want disclosed from their student's education records without their prior written consent, legal guardians are encouraged to send an e-mail including:

- Identifying the information they do not want disclosed
- The student's name
- The name of the virtual academy or affiliate school in which the student is enrolled

This email must be sent to the student's counselor within 30 days of the student enrollment date. Your child's counselor can be found in the [Learning Coach Resource Newsletter](#).

Notice of all rights under FERPA is available, upon request, on audiotape, in Braille, and in languages other than English.

Student Code of Conduct

In order to maintain the safety and integrity of all students, LSOA has identified expectations and consequences for students' conduct to be outlined here.

In addition to the LSOA Code of Conduct, students enrolled in LSOA are expected to follow the [RCISD's Student Code of Conduct](#) as appropriate for a virtual setting.

Academic Integrity

All work submitted and/or marked complete in the OLS is assumed to have been completed only by students from their own student account. To uphold security of student information, students should not have access to the learning coach login credentials.

Plagiarism

Students are also responsible for observing the standards on plagiarism and properly crediting all sources relied on in the composition of their work.

Plagiarism is defined as copying or imitating the language, ideas, and thoughts of another writer and submitting

it as your own original work. Examples of plagiarism that will not be tolerated:

- Copying or rephrasing another student's work.
- Taking material from Internet sources and using it as your own, even if some words are changed.
- Having someone else write an assignment or re-write any part of an assignment.
- Directly copying student aids (for example, CliffsNotes), critical sources, or reference materials in part or in whole without acknowledgment.
- Indirect reproduction of student aids, such as CliffsNotes and SparkNotes, critical sources, or reference materials by rephrasing ideas borrowed from them without acknowledgment.

Source Citation

Many courses require written work in which students need to cite sources. To ensure students do not plagiarize work, accurate citations of sources are necessary. What follows is a guide to ensure any sources used to complete written work are cited correctly and completely.

- Any direct quotations from a textbook can simply be cited as (Author, Page Number)
- Any quotations from outside sources require full citations, including:
 - Author(s)
 - title
 - publisher
 - date of publication
 - page number(s) – as applicable
- The use of information found on a Web site must include:
 - the complete Web page or site title
 - the URL
 - author (if known)
 - page number if applicable
 - publication date of the site (if available)
 - date the site was accessed

For specific information on how to appropriately cite a source, students should ask the teacher of the course in which they are working. Failure to abide by these standards are subject to the following consequences.

Consequences



First Offense

The legal guardian will be informed, and the student will have the opportunity to redo the assignment.

Second Offense

The student will be invited to a required conference with teacher and will receive a zero on the assignment. If the student fails to attend the teacher conference, the student will be referred to the Assistant Principal.

Third Offense	The student will receive a zero on the assignment and will be required to attend a conference with their teachers, learning coach, and the Assistant Principal.
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Fourth Offense	The teacher, LG, and student will meet with the campus principal to determine next steps, which may include removal from our program.
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Acceptable Use Policy

To ensure a safe and respectful learning environment for all students, members of LSOA will follow the policy outlined below for cameras, microphones, chat, and email.

Cameras

All members of LSOA will ensure the following when using cameras:

- Background is clear of any distracting posters or images including those that have adult content, profanity, gang affiliations, and/or drug use.
 - Paintings or posters
 - Photos or tapestries
 - Videos – television, movies, other laptops
- All members of the household are out of sight unless actively engaged in monitoring their student's learning including:
 - Other students and/or children
 - Adults
- Adults engaged in class are not engaging in any profane gestures, obscene body language, and/or drug use
- Appropriate dress is worn by all members of the household who are on camera, including:
 - Tops and pants/shorts; tops and skirts; or dresses must be worn by all persons on camera
- Dress and accessories should not create a distraction or disturb the normal routine of school, including gang-related items and/or obscene, provocative, and/or suggestive symbols.

Microphones

All members of LSOA will ensure the following when using microphones:

- Background is clear of any distracting noises including those that have adult content, profanity, gang affiliations, and/or drug use.
 - Music
 - Movies, TV shows, and/or videos
- Background conversations by members of the household are minimal to ensure students and staff can focus on their lessons.

- Conversations on microphones are respectful and free of adult content, profanity, gang affiliations, and/or drug use.
- Every effort is made to maintain focus on the lesson and questions from/for the teacher.
- Other than the LSOA staff members, adults engaged in class are not on the microphone during small group or whole group instruction.

Written Communication

All members of LSOA will ensure the following when using chat and email:

- Conversations in chat/email are respectful and free of adult content, profanity, gang affiliations, and/or drug use.
- Every effort is made to maintain focus on the lesson and questions from/for the teacher related to the lesson or activity.
- Personal information is not shared in the chat, including:
 - Full names
 - Addresses and/or phone numbers
 - Usernames and/or passwords (for LSOA or outside sites)

Consequences

Inability to follow the Acceptable Use Policy discussed here may result in the following:

- Conference with the teacher and/or administrators
- Withdrawal from the school
- Report to local authorities

For consistency in implementing a plan to dissuade student misconduct, LSOA staff will follow these guidelines.

First Offense

CC privileges will be removed from the student

An email or phone call by teacher will be sent/made to the student and LC with a reminder of the AUP and CC expectations. Contact will be documented.

Included in documentation will be applicable evidence gathered with a complete summary of the event.

Second Offense

Privileges will be removed from student for up to one (1) week.

A follow up phone call will be made by the teacher to the student and LC with a reminder of session expectations.

Call will be documented, including applicable evidence gathered with a complete summary of the event.

Third Offense

Campus administration will determine if the student can attend CCs and if the student will have privileges in sessions. This action will only be taken if there is strong documentation of prior offenses.

Campus administration will have a conference/call with the LC and student and next steps will be clearly communicated.

Please note: Should the situation arise where student safety is directly compromised, LSOA reserves the right to escalate consequences, despite the number of the offense.

Use of K12 Issued Technology

Qualifying families may receive technology from K12 Stride for student use in order to receive services and pursue educational goals and purposes. Legal guardians, Learning Coaches, and students are to comply with the Use of Instructional Property Agreement completed as part of the enrollment process.

Under this policy, the following is prohibited:

- Any use that violates federal, state, or local law or regulation.
- Knowing or reckless interference with the normal operation of computers, peripherals, or networks.
- The use of LSOA Internet-related systems to access, transmit, store, display, or request inappropriate materials.
- Any use that is deemed to adversely affect LSOA.
- Violation of LSOA or K12's Terms of Use for any LSOA or K12 website.

All issues regarding K12 computers can be directed to K12 technical support directly. Technical support is available at help.k12.com or (866) 512-2273 between the hours of 7 am and 7 pm CST.

Title IX

The district designates the following person to coordinate its efforts to comply with Title IX of the Education Amendments of 1972, as amended, for students:

Name: Tecka Heaps Position: Dean of Academics

Address: 1101 West 7th Street, Roscoe, TX 79545 Telephone: **325-766-3327**

Discrimination and Harassment Policy

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

Non-Discrimination Notice

In its efforts to promote nondiscrimination and as required by law, RCISD and LSOA do not discriminate on the basis of race, religion, color, national origin, sexual orientation, gender, sex, disability, age, or any other basis prohibited by law, in providing education services, activities, and programs, including CTE programs, and provides equal access to the Boy Scouts and other designated youth groups.

The following district representatives have been designated to coordinate compliance with these legal requirements:

- Director of Student Services, Winter Cason, for concerns regarding discrimination on the basis of disability: wcason@lsoa.org
- Contact Executive Director, Chaille Hymes, for general concerns regarding discrimination: chymes@lsoa.org

Prohibited Harassment

Prohibited harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student's race, color, religion, sexual orientation, sex, gender, national origin, disability, age, or any other basis prohibited by law that is so severe, persistent, or pervasive that the conduct:

- Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
- Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
- Otherwise adversely affects the student's educational opportunities.
- Prohibited harassment includes dating violence as defined by this policy.

EXAMPLES

Examples of prohibited harassment may include:

- offensive or derogatory language directed at another 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
- display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes
- other kinds of aggressive conduct such as theft or damage to property.
- Threaten a district student, employee, or volunteer, including off-school property, if the conduct causes a substantial disruption to the educational environment.
- Engage in bullying, cyberbullying, harassment, or making hit lists.
- Engage in inappropriate verbal, physical, or sexual conduct directed toward another person, including a district student, employee, or volunteer.

Sexual Harassment by an Employee

Sexual harassment of a student by a District employee includes:

- welcome and unwelcome sexual advances
 - requests for sexual favors
 - sexually motivated physical, verbal, or nonverbal conduct
 - other conduct or communication of a sexual nature
- Sexual harassment of a student may also include:

- when a District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educated decision based on whether or not the student submits to the conduct; or
- the conduct is so severe, persistent, or pervasive that it:
 - Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
 - Creates an intimidating, threatening, hostile, or abusive educational environment

NOTE: Romantic or inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual.

Sexual Harassment by Others

Sexual harassment of a student, including harassment committed by another student, includes:

- unwelcome sexual advances
- requests for sexual favors
- sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:
 - Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
 - Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
 - Otherwise adversely affects the student's educational opportunities.

EXAMPLES

Examples of sexual harassment of a student may include:

- sexual advances
- touching intimate body parts or coercing physical contact that is sexual in nature
- jokes or conversations of a sexual nature
- other sexually motivated conduct, communications, or contact

Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or another physical contact not reasonably construed as sexual in nature is not considered sexual harassment.

Gender-Based Harassment

Gender-based harassment includes physical, verbal, or nonverbal conduct based on:

- the student's gender
- the student's expression of characteristics perceived as stereotypical for the student's gender
- the student's failure to conform to stereotypical notions of masculinity or femininity.

For purposes of this policy, gender-based harassment is considered prohibited harassment if the conduct is so

severe, persistent, or pervasive that the conduct:

- Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
- Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
- Otherwise adversely affects the student's educational opportunities.

EXAMPLES

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include:

- offensive jokes, name-calling, slurs, or rumors
- physical aggression or assault; threatening or intimidating conduct
- other kinds of aggressive conduct such as theft or damage to property.

Procedures for Reporting Harassment

Student Report

Any student who believes they have experienced prohibited conduct or believes another student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy.

Employee Report

Any employee who suspects or receives notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy.

Alternative Reporting Procedures

A student shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX coordinator, may be directed to the Executive Director.

A report against the Executive Director may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.

Timely Reporting

Reports of prohibited conduct 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 school's ability to investigate and address the prohibited conduct.

Notice To Legal Guardians

The school official or designee shall promptly notify the legal guardians of any student alleged to have experienced prohibited conduct by an employee or another adult.

Investigation of the Report

The school may request, but shall not require, a written report. If a report is made orally, the school official shall reduce the report to written form.

Initial Assessment

Upon receipt or notice of a report, the school official shall determine whether the allegations, if proven, would constitute prohibited conduct as defined by this policy. If so, the school shall immediately undertake an investigation, except as provided below at CRIMINAL INVESTIGATION.

If the school official determines that the allegations, if proven, would not constitute prohibited conduct as defined by this policy, the school official shall refer the complaint for consideration under FFI.

Interim Action

If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the school shall promptly take interim action calculated to address prohibited conduct or bullying prior to the completion of the school's investigation

Complaint Response Procedure

LSOA prioritizes achieving and fostering student/family satisfaction. The following procedure ensures that student/family grievances are addressed fairly and in a timely manner.

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

For those complaints and concerns that cannot be resolved informally, the board has adopted a Student and Parent Complaints/Grievances policy FNG(LOCAL).

- To file a formal complaint, a parent or student should email the campus teacher and/or principal.
- If the concern is not resolved, the student and legal guardian(s), custodian(s) or legal guardian(s), should address in writing any concern or grievance to the Executive Director.

The Executive Director responds in writing within ten (10) working days.

If the concern or grievance is not resolved by the Executive Director, the legal guardian(s), custodian(s) or legal guardian(s) may, within ten (10) working days of the Executive Director's response, request in writing a meeting (via phone or in person) with the Executive Director to discuss the concern or grievance. He/she

investigates and responds within ten (10) working days.

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

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 campus administrator as a discipline management technique. The campus administrator shall employ alternative discipline management techniques, including progressive interventions. A teacher or administrator may remove a student from class for a behavior that violates this Code to maintain effective discipline in the classroom.

Formal Removal

A teacher may also initiate a formal removal from class if:

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

Within three school days of the formal removal, the campus administrator shall schedule a conference with the student's parent, the student, the teacher who removed the student from class, and any other appropriate administrator. At the conference, the campus behavior coordinator or appropriate administrator shall inform the student of the alleged misconduct and the proposed consequences. The student shall have an opportunity to respond to the allegations.

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

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

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

Process

Removals to a DAEP shall be made by the campus behavior coordinator.

Conference

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

At the conference, the campus behavior coordinator or appropriate administrator shall inform the student, orally or in writing, of the reasons for the removal and shall give the student an explanation of the basis for the removal and an opportunity to respond to the reasons for the removal. Following valid attempts to require attendance, the district may hold the conference and make a placement decision regardless of whether the student or the student's parents attend the conference.

Consideration of Mitigating Factors

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

1. Self-defense,
2. Intent or lack of intent at the time the student engaged in the conduct, Disciplinary Alternative Education Program (DAEP) Placement
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, or
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 the DAEP, the campus behavior coordinator shall write a placement order. A copy of the DAEP placement order shall be sent to the student and the student's parent. Not later than the second business day after the conference, the board's designee shall deliver to the juvenile court a copy of the placement order and all information required by Section 52.04 of the Family Code. If the student is placed in the DAEP and the length of placement is inconsistent with the guidelines included in this Code, the placement order shall give notice of the inconsistency.

Assessment Requirements

LSOA students are required to complete grade level assessments to maintain compliance with state and local policies. Failure to complete assessments may result in removal from the school at any time during the school year or at the end of the school year.

STAAR OR MCLASS Testing

The State of Texas Assessments of Academic Readiness, or STAAR OR MCLASS®, is the state-mandated testing program that was implemented in the 2011–2012 school year. STAAR OR MCLASS is an assessment program designed to measure the extent to which students in grades 3 and higher have learned and are able to apply the knowledge and skills defined in the state-mandated curriculum standards, the Texas Essential Knowledge and Skills (TEKS). Every STAAR OR MCLASS question is directly aligned to the TEKS currently implemented for the grade/subject or course being assessed. In addition state requirements, STAAR OR MCLASS fulfills the requirements of the federal [Every Student Succeeds Act](#), which requires that all students be assessed in specific grades and subjects throughout their academic careers. For more information about the STAAR OR MCLASS program, visit the [STAAR OR MCLASS Resources webpage](#).

STAAR OR MCLASS TESTED SUBJECTS

Grade	Reading	Math	Science	Social Studies
3	YES	YES		
4	YES	YES		
5	YES	YES	YES	
6	YES	YES		
7	YES	YES		
8	YES	YES	YES	YES

As is the case for all Texas public schools, LSOA is required to administer state-issued standardized testing to all students in person during [the testing window](#) provided by the state.

Student and LG Responsibilities

Per TEA, there is no "option" to permit your child to opt-out of STAAR OR MCLASS testing ([TEC 26.010](#)). As such, all LSOA students and LGs will be responsible for the following:

- As all students take their STAAR OR MCLASS tests in person, students and LGs must ensure they know their testing dates, times, and locations.
- LGs are responsible for arranging transportation on the student's behalf to and from all in- person testing, regardless of distance.
- Vacations, holidays, and doctor's appointments cannot be scheduled during any testing dates.

Consequences of Non-Participation

Students who do not participate in one or more mCLASS or STAAR OR MCLASS assessments, on their assigned testing day(s) are subject to the following:

- Students who were absent from testing on their assigned testing day(s) will take a make-up test later that same week.
- Students who do not participate in STAAR OR MCLASS OR MCLASS will be deemed non-proficient at their grade level because they will receive a zero score on the subject area assessment.
- Students who do not meet the standards on the STAAR OR MCLASS OR MCLASS test, as part of the Student Success Initiative, will be required to attend the AIP (Accelerated Instruction Plan) Class Connect sessions.
- Students unable to meet the standard in *both* math and reading STAAR OR MCLASS OR MCLASS may not be promoted to the next grade.
 - Any modified promotion standards for a student receiving special education services shall be determined by the student's admission, review, and dismissal (ARD) committee and documented in the student's individualized education program (IEP).

PLEASE NOTE: Lack of participation in required testing may prevent your student from remaining at LSOA for the 2026 – 2027 school year and may result in failing grades or prevent promotion to the next grade level.

STAAR OR MCLASS Testing Calendar

All students follow the [testing calendar](#) provided by the state.

Campus Based Assessments

LSOA students are required to take campus-based assessments. The purpose of these assessments is to provide all stakeholders with data related to student readiness and proficiency for grade-level standards. Individual student performance on grade-level standards is used to determine student support (schedules, tutoring, interventions) within LSOA instructional framework. The beginning of the year and middle of the year assessments establish both a baseline and progress update for teachers to use in their support of students.

Interim Assessments

Students in grades 3 and above will be given state created Interim assessments twice per academic year. Interims prepare students for STAAR OR MCLASS and provide teachers with data on their proficiency of state standards. These assessments will be as follows:

- Math: All-Levels
- Reading: All-Levels
- Science: 5th and 8th Grade
- Social Studies: 8th Grade

TX -mCLASS

mCLASS provides efficient one-minute DIBELS 8th Edition® measure, with additional measures that fulfill TEA's Language and Literacy requirements.

mCLASS Kindergarten through Second Grade covers:

- Letter Naming Fluency
- Phoneme Segmentation Fluency
- Nonsense Word Fluency
- Word Reading Fluency (Real words, read out of context)
- Vocabulary
- Spelling
- Listening Comprehension
- Oral Reading Fluency Measures are designed to:
 - Provide consistent skills progression coverage for Grades K-2
 - Show apples-to-apples comparisons and growth across grades
 - Surface diagnostic data for all students - whether at-risk or at/above benchmark

PLEASE NOTE: Lack of participation in required testing may place your student at risk for withdrawal from LSOA.

Texas English Language Proficiency Assessment System (TELPAS)

Title III, Part A of the Elementary and Secondary Act requires states to conduct annual statewide English language proficiency assessments for ELLs in grades K–12 in the linguistic domains of listening, speaking, reading, and writing.

TELPAS is designed to assess the progress that limited English proficient (LEP) students make in learning the English language and to drive instruction for ELLs. TELPAS reading, listening, speaking, and writing assessments enable teachers to holistically rate a LEP student's English language proficiency based on interactions and observations of the student during classroom instruction. These domains are described in detail below.

Listening – administered in grades K–12	
Speaking – administered in grades K–12	
Reading (K-1) is holistically assessed. The rater considers how well the student can use the English language to build foundational reading skills.	Reading (2-12) is administered to students as an online assessment that measures annual growth in English language proficiency of ELL students.
Writing – administered to ELLs in grades 2–12	
ARD committee and LPAC Collaboration – In rare cases, it may be determined that an ELL receiving special education services should not be assessed in one or more domains due to the student’s unique learning and/or cognitive disability; students are reported at the time of testing with a score code of “ARD Decision.”	

Student and LG Responsibilities

Students identified with an English Language need will take TELPAS annually or until the student no longer requires English Language instruction and is exited from the EL program. As such, identified students and their LGs will be responsible for the following:

- As parts of the TELPAS tests are completed in person, students and LGs must ensure they know their testing dates, times, and locations.
- LGs are responsible for arranging transportation on the student’s behalf to and from all in- person testing, regardless of distance.
- Vacations, holidays, and doctor’s appointments cannot be scheduled during any testing dates.

Information about testing dates, locations and times will be sent to each family 6-8 weeks prior to the assessment date.

Medicine at In Person Locations (All Grade Levels)

If a student must take medication during school events, the student's parent must provide the medication. All medication, whether prescription or nonprescription, must be kept with the parent or guardian and be administered by the parent or guardian. A student may be authorized to possess his or her own medication because of asthma or a severe allergy as described below or as otherwise allowed by law.

The district will not purchase nonprescription medication to give to a student. District employees will not give a student prescription medication, nonprescription medication, herbal substances, anabolic steroids, or dietary supplements, except that authorized employees, in accordance with policy FFAC, may administer:

- Prescription medication in the original, properly labeled container, provided by the parent.
- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified practitioner from the original, properly labeled container.
- Nonprescription medication in the original, properly labeled container, provided by the parent along with a written request. Note: Insect repellent is considered a 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.

Acceleration

LSOA offers Credit-By-Examination twice yearly (December/June). Students and legal guardians interested in Credit-By-Examination during the school year will need to contact their campus principal.

Grades 3-5

Students in grades 3-5 wishing to accelerate in either course(s) or grade level must take Credit-By- Examination in all four core subject areas. Proficiency must be demonstrated with a grade of 80 or higher on all examinations to qualify for acceleration.

Grades 6 and above

Students in grade 6 and above may accelerate courses or grade levels to achieve their graduation planning. To do so, they must take Credit-By-Examination in the applicable subject area(s) and demonstrate proficiency with a grade of 80 or higher.

Grading and Retention Policy

Grading Policy

Graded work at LSOA falls into two categories for most courses – Computer Graded Assignments (CGAs) and Teacher Graded Assignments (TGAs).

- **Computer Graded Assignments (CGAs):** Include all lessons and assessments completed as part of the Canvas course. These grades are automatically transferred into the student’s gradebook upon completion.
- **Teacher Graded Assignments (TGAs):** Include all lessons and assignments completed *outside* of the OLS course (i.e. IXL, Mindplay, writing assignments, assessment participation, etc). These grades are entered by the teacher each week and may not be immediately available until they are entered.

Teachers update all grades in the online grade book weekly, including grades for missing assignments. All missing grades are automatically calculated as zeros (0s) in the gradebook.

Students, LCs, and LGs have access to student gradebooks at any time. It is recommended that students and LCs check the gradebook at least once a week to ensure additional support is provided as soon as possible.

Grading Scale

Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
F	0-69%

Late Work Policy

Students should submit all work by the assigned due date. Overdue assignments due to attendance or other matters may be discussed on a case-by-case basis with the homeroom teacher.

Kindergarten – 5th Grade

Computer Graded Assignments are available all year for students to complete, however any assignment not completed by the due date will be listed as “Missing” in the student’s gradebook and calculated as a zero (0) until it is completed.

6th Grade and Above

Computer Graded Assignments will be locked at the end of each semester. Once the assignments are locked, students will no longer have access to the content and will not be able to submit work. Any assignment not completed by the due date will be listed as “Missing” in the student’s gradebook and calculated as a zero (0) until it is completed.

Exceptions to this are the PE and Health courses for 6th grade. Computer Graded Assignments for these courses are available all year for students to complete, however any assignment not completed by the due date will be listed as “Missing” in the student’s grade book and calculated as a zero (0) until it is completed.

Progress Reporting

Kindergarten thru 5th Grade

At LSOA, each academic quarter builds on the previous grading period (cumulative). As such, there will not be semester grades for Kindergarten through 5th grades. The fourth quarter grade will be considered the final grade as it incorporates *all* student work assigned throughout the year. The final report card will be issued in June.

The final grade in each content subject, including electives, is determined by online school performance and participation in all required school assignments and assessments, as well as applicable teacher- graded assignments and work samples.

Course Snapshots for all courses will be sent weekly to families. These are not used to calculate final grades and are not included in your student’s official academic record.

Grades 6 and Above

At LSOA, almost all courses in grades 6 and above are cumulative for each Semester. As such, there is a final grade for Semester 1, a final grade for Semester 2, and a final grade for the year. The final grade is calculated as 50% of the Semester 1 final grade and 50% of the Semester 2 grade.

Exceptions to this are the PE and Health courses for 6th grade. These courses are cumulative for the year, so there will be no final grades for Semester 1 or 2. These courses will only have final grades on the final report card to be sent in June.

The final report card for students will be issued in June and will include grades for the entire year. The final grade in each content subject, including electives, is determined by online school performance and participation in all required school assignments and assessments, as well as applicable teacher-graded assignments and work samples.

Course Snapshots for all courses will be sent weekly to families. These are not used to calculate final grades and are not included in your student’s official academic record.

Grade Appeal Process

Grades issued by a classroom teacher are final and may not be changed unless the grade is arbitrary, erroneous, or not consistent with the district grading policy. If you have a question regarding your student's final grade, please contact the teacher to request a conference.

Promotion and Retention

Student Advancement

A student may be promoted only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level.

In determining promotion, the district shall consider:

1. The recommendation of the student's teacher;
2. The student's grade in each subject or course;
3. The student's score on an assessment instrument administered under Education Code 39.023(a), (b), or (l), to the extent applicable; and
4. Any other necessary academic information, as determined by the district.

[Education Code 28.021(a), (c)]

Additional Information about Minimum Eligible Age

If the school year starts before a student's birthday, the student is eligible to attend school for the entire year if they will be the required age on or before September 1.

A student who is five years of age on or before September 1 of the current school year is automatically eligible for the first grade for the full school term (*ADA eligibility code 1*) if:

- the student has completed public school kindergarten; or
- has been enrolled in the first grade in a public school in another state before transferring to a Texas public school.
 - Enrolled means receiving instruction by attendance in a public school rather than being registered before receiving instruction.

Any five-year-old child who enrolls may be assigned to first grade for the full school term (*ADA eligibility code 1*). Such requests must be made by the Legal Guardian in writing by September 1st of the school year. LSOA will schedule a committee meeting with the campus principal, homeroom teacher, and legal guardian to determine what is in the best interest of the student. In order for the advancement to be approved, the checklist below will be reviewed to ensure the student has the academic foundation required for success in first grade.

First Grade Eligibility Checklist

In order for the student to begin the school year in first-grade curriculum, the student must demonstrate mastery of kindergarten concepts. This list is subject to change as state standards are reviewed and revised.

- ☐ Alphabetic recognition and naming (i.e., the student must name all 26 letters both uppercase and lowercase)
- ☐ Phonemic awareness (i.e., identifying rhyming words, identifying the first, middle, and last sound of a CVC word, identifying words as part of a sentence, and identifying syllables in a word by listening)
- ☐ Phonological awareness (i.e., produce the correct sound for all common letter sounds, and using letter sounds to read and spell basic word patterns)
- ☐ Basic Print Awareness (i.e., student must be able to locate title and basic book components and distinguish between words and sentences)
- ☐ Comprehension (i.e., student must be able to retell a story, identify basic story elements, and answer questions that demonstrate understanding and ability to make predictions, inferences, and connections)
- ☐ Number sense and Counting (i.e., student must be able to recognize, compare, generate, write, and count, with and without objects, to at least 20)
- ☐ Number and Operations (i.e., student must be able to put together, break apart, add, subtract, and represent numbers up to at least 10)
- ☐ Geometry and Measurement (i.e., the student must be able to identify and compare common shapes, provide examples of measurable attributes, and compare objects based on measurable attributes, i.e., one pencil is longer)
- ☐ Data and Patterns (i.e., the student must be able to identify objects by color, sort and organize objects and information into 2 or 3 categories, compare, and answer questions from basic picture graphs)

Parental Option to Retain

A parent or guardian may elect for a student to:

1. Repeat kindergarten;
2. Enroll in kindergarten, if the student would have been eligible to enroll in kindergarten in the previous school year and has not yet enrolled in first grade; or
3. For grades 1 through 8 repeat the grade in which the student was enrolled during the previous school year.

An election made by a parent or guardian shall be made in writing to a district prior to the first day of school for LSOA.

Retention Committee

If a district disagrees with the election, the district must convene a retention committee and meet with the

parent or guardian to discuss retention. The meeting shall be conducted in person unless an alternative means is agreeable to the parent or guardian. A student may not be retained for a grade or retake a course under this provision if the parent or guardian does not meet with the retention committee.

A retention committee shall be composed of:

1. The principal or the principal's designee;
2. The Virtual Learning Coordinator or Roscoe designee;
3. The student's parent or guardian;
4. The teacher who taught the grade or course for which the parent wants the student retained or repeated; and
5. Additional teachers at the discretion of the principal, if the student will potentially repeat multiple courses.

A retention committee shall:

1. Discuss the merits of and concerns with advancement and retention; and
2. Review and consider the student's grade in each subject or course, the results of any formative or summative assessments administered to the student, and any other available academic information to determine the student's academic readiness for the next grade or a given course.

If established, after the parent or guardian has participated in a retention committee meeting, the parent or guardian shall decide whether the student should be retained or retake a grade or course. The district must abide by the decision of the parent or guardian.

Retention Considerations

A district is not precluded from retaining, in accordance with state law or board policy, a student who performs satisfactorily on a grade advancement test. *Education Code 28.0211(g)*

Except as provided by this provision or other law, retention of a student pursuant to a parent's or guardian's election under this provision shall be considered the same as retention of a student by a district.

Transfer of Rights

The rights of a parent or guardian under this provision transfer to a student if the student is 18 years of age or older or has had the disabilities of a minor removed unless the student is under a form of guardianship imposed by law or court order that continues after the student turns 18 years of age.

Education Code 28.02124

Students with Dyslexia

In measuring the academic achievement or proficiency of a student who has dyslexia, the student's potential for achievement or proficiency in the area must be considered. *Education Code 28.021(b); 19 TAC 101.2003(g)*
[See policies at EHB, EKB, and FB]

The state provides additional updates regarding the rights of students with dyslexia in [English](#) and [Spanish](#). Additional information can also be found in the [Dyslexia Handbook 2021 update](#).

Age-Appropriate Assignment

A board may establish a policy that provides for the placement of retained students in an age- appropriate learning environment. In accordance with local grade configurations for elementary, middle, and high school campuses, a board may specify the age by which a retained student should be placed on the next level campus even though not yet promoted to the grade of that campus. *19 TAC 101.2019(b)*

Curriculum Information and Legal Guardian Rights

Course Materials

Legal guardians/Learning Coaches have complete and total access to all learning materials, teaching tools, and platforms used on each campus.

These items may include, but are not limited to:

- K12 Stride’s Online School (OLS) and all lessons and resources housed within
- IXL: Supplemental learning tools
- Teacher tools including, but not limited to: Nearpod, Flipgrid, Classkick, Padlet, and Engageli

Legal guardians/Learning Coaches may also review each test/unit assessment after it has been assigned and completed. This can be done through the student *or* learning coach login. Any questions regarding OLS lessons/assessments should be sent to the student’s homeroom teacher. All issues with any test/quiz answers within the OLS should be reported using the “Feedback” button, to be sent directly to K12 Stride.

Course Requirements

An elaboration of course requirements for LSOA students is below:

- Students in grades 3-5 are required to complete Art, Music, Physical Education, and Health.
- Students in grades 6 through 8 are only required to complete one year of Fine Arts, two years of Physical Education, and 1.5 years of Health.
- Students in grades 7 and 8 are provided with the opportunity to participate in career and college preparatory courses. These courses are not required and placement in such courses is selected as an optional elective course.
- Third Party: If a Third-Party course is not passed, students cannot take another Third-Party course.
- Summer school is not provided at LSOA. All courses taken during the summer require prior counselor approval in writing and may or may not count toward Texas graduation requirements.
 - Do not choose a school for summer school or course without first discussing with LSOA counselor.

State Physical Education Requirement

Texas Senate Bill 42 states that students in elementary and middle school grades must have a minimum of 30 minutes of documented physical activity each day or a weekly total of 150 minutes. The time requirement is prorated for students enrolling after the first nine weeks. Students are required to complete four (4) semesters

of Physical Education in grades six through eight. Additionally, students must comply and turn in the annual physical examination assessment (Fitnessgram) as required by both RCISD and TEA.

Legal Guardian Right to Opt-Out

According to TEC Sec. 26.010, a legal guardian or guardian may remove a child temporarily from a class or other school activity that conflicts with the legal guardian's religious or moral beliefs. The legal guardian must submit documentation requesting removal to the campus principal.

A legal guardian is not entitled to remove the legal guardian's child from a class or other school activity to avoid a test (e.g. STAAR OR MCLASS) or to prevent the child from taking a subject for an entire semester.

School Property

LSOA provides course materials, a computer (if applicable), and a printer (if applicable). These materials are school property and must be kept in good condition using the guidelines below.

- Legal guardians are responsible for the repair or replacement of all lost, stolen, or damaged school property.
- A list of property that must be returned is provided to legal guardians and may be accessed at any time.
- All property and equipment must be returned in good, working condition upon withdrawal from the program or completion of the school year.
 - If a piece of LSOA electronic equipment isn't working properly, the legal guardian should contact Customer Care at 866-512-2273 and troubleshoot with the technical support team.
 - Legal guardians should not repair any of LSOA/K12's equipment on their own.
- All printed materials are copyrighted, and unauthorized copying of that material is a copyright infringement. Materials cannot be sold or transferred and are to be used solely by the student in their studies while enrolled in the school. Legal guardians are to comply with this policy and all the terms and conditions of the Use of Instructional Property Agreement submitted with the enrollment materials.

School Outings

LSOA sponsors optional outings for students and families regularly. While attendance is not mandatory, it is a wonderful opportunity to meet other school participants and share information about programs and successful practices.

- Legal guardians are responsible for the cost of transportation and any entrance fees associated with optional outings.
- Outings are scheduled in various locations, throughout the state, and where a majority of LSOA students reside.
- Due to the sheer size of the state and LSOA staffing, not all areas will have an in-person outing scheduled.
- Students are expected to follow the LSOA Student Code of Conduct and RCISD Code of Conduct at all events in which they represent LSOA.

- Legal guardians are responsible for supervision of their children at all times

Family/Staff Communication

The homeroom teacher is the first point of contact for LGs and students with questions or concerns related to their course. Phone calls and email are the primary sources of contact between the LSOA staff and the legal guardians/students.

LSOA staff will respond to all family communication within 24 business hours of receipt. Please note, this does not include after-hours, holidays, testing days, or weekends.

To promote efficient and effective resolution of all questions/concerns, families should use the following format when emailing all LSOA staff:

Subject of Email: *Identify ID, Concern*

Body of Email:

Greeting,

Complete description of issue, concern, and/or question.

Signature:

Learning Coach Name, phone number

Please note: Learning Coaches should use appropriate language when contacting LSOA Staff. Using excessive exclamation points, foul language, or levying accusations against staff can be construed as harassment. Staff may not respond to emails with inappropriate content. ([See APU](#))

Legal Guardian Access to Staff Certifications

Legal guardians may review certifications of LSOA teachers by visiting [SBEC Certification look-up site](#).

Special Programs and Guidance Information

The Special Programs and Guidance teams encompass the school support teams focused on improving student engagement by fostering students' academic, social, behavioral, and emotional skills through relationship-based interventions developed in tandem with students, learning coaches, and teachers. These teams encompass many avenues of support for our families.

The vision is to provide multiple layers of support for our families and students so that we can help to - **build foundations** for students to **empower** them to create **success** today and tomorrow!

The Special Programs and Guidance teams also provide support to families and students that are having trouble adjusting to schooling virtually. Some families and students have trouble with schooling regularly, attending

Class Connect sessions, completing assessments, and in general engaging for academic success. These teams are there to help families get the extra support they need so that they can achieve academic success.

Child Find

The Individuals with Disabilities Education Act (IDEA) includes the Child Find mandate. Child Find requires all school districts to identify, locate and evaluate all children with disabilities, regardless of the severity of their disabilities.

Legal guardians are required to complete a Child Find questionnaire as part of enrollment. This form asks questions concerning a student's history and identified needs to ensure all LSOA students are properly identified and served. Additionally, legal guardians can list academic concerns with their students and the Special Programs team will follow up accordingly.

Legal guardians who believe their student may have a disability can make a referral through their homeroom teacher for academic assistance provided through the Response to Intervention Program and consideration for accommodations provided under Section 504 or Special Education services.

For questions or concerns, please contact your child's homeroom teacher.

Response To Intervention/Multi-Tiered System of Support

At LSOA, Response to Intervention (RtI) and our Multi-Tiered System of Support (MTSS) are available to **all students** to ensure academic success and provide targeted support as needed. These services are designed to identify and respond early to any academic or behavioral challenges students may experience.

Students may be considered for intervention supports based on a variety of indicators, including:

- Significant deficiencies on assessments (e.g., campus-based assessments, TX-mCLASS, STAAR OR MCLASS, interims, etc.)
- Difficulty accessing or keeping pace with the current curriculum
- At-risk indicators based on benchmark data
- Low performance on STAAR OR MCLASS exams
- Concerns identified through Child Find screenings
- Any other observed academic or behavioral area of concern

Our RtI/MTSS model is proactive and inclusive, ensuring all students have equitable access to support when needed. Interventions are personalized and progress is monitored to help each student reach their full potential.

Requesting RTI and What to Expect

Students can be placed into the RTI program through a referral of a teacher, administrator, or learning coach. The learning coach can make a request through the teacher for RTI support.

The goals of RTI at LSOA:

- Create a productive learning experience for all LSOA students
- Support students in reaching grade-level performance
- Use prevention rather than a reaction to address student difficulties

The process for RTI requires the student to move through three tiers of intervention for an individualized amount of time. The process includes mandatory attendance to RTI Class Connect sessions. We encourage Learning Coaches to monitor these sessions and the progress of their student through each tier.

For questions or concerns, please contact your child's homeroom teacher.

Aiding Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services

For those students who are having difficulty in the regular classroom, all school districts and open enrollment charter schools 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 and charter schools to meet the needs of all struggling students.

If a student is experiencing learning difficulties, his or her parent may contact the individual(s) 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 if 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 an administrative employee of the school district or open enrollment charter school, the district or charter school must respond no later than 15 school days after receiving the request. At that time, the district or charter school must give the parent a prior written notice of whether it agrees to or refuses to evaluate the student, along with a copy of the *Notice of Procedural Safeguards*. If the school district or charter school agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

Please note that a request for a special education evaluation may be made verbally and does not need to be in writing. Districts and charter schools must still comply with all federal prior written notice and procedural safeguard requirements and the requirements for identifying, locating, and evaluating children who are suspected of being a child with a disability and in need of special education. However, a verbal request does not require the district or charter school to respond within the 15-school-day timeline.

If the district or charter school 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 to evaluate the student. 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 a district or charter school 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 30th 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 or charter school must give the parent a copy of the evaluation report at no cost.

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

Contact Person for Special Education Referrals

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

Contact Person: Jessica Velez - jevelez@lsoa.org

Section 504 Referrals

Each school district or charter school must have standards and procedures in place for the evaluation and placement of students in the district's or charter school's Section 504 program. Districts and charter schools 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, and a review procedure.

Contact Person for Section 504 Referrals

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

Contact Person: Jessica Velez Email: jvelez@lsoa.org

Additional Information

The following websites provide information and resources for students with disabilities and their families.

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

Special Education Services

LSOA is responsible for providing a free and appropriate education under the federal Individuals with Disabilities in Education Act (IDEA). Documentation of the student's disability must be secured - including a previous Individualized Education Plan (IEP) and a Full and Individual Evaluation.

Special Education professionals assist legal guardians in accessing and coordinating services pursuant to a current Individualized Education Plan. LSOA offers a wide continuum of services which may include: adaptations and modifications to the general education curriculum, specialized instructional strategies, and adjustments in pacing

What To Expect

- Every special education student will be assigned a special education teacher in addition to their regular education teacher.
- The special education teacher will work with the learning coach on:
 - IEP goals
 - how to modify and adapt the learning environment
 - curriculum paths for success
- The special education teacher will hold Class Connect sessions to assist students with their specific learning needs.
- The special education teacher is available to be used as a resource for instructional strategies and accommodations and modifications to the curriculum.

- Admission, Review, and Dismissal (ARD) meetings will be held either online or using a conference call line.
- The special education teacher will provide a progress report at the end of each quarter noting progress on the student's IEP goals.
- Special Education students are required to meet the same attendance policies as their peers.
 - The home environment, one on one instruction, and the use of a flexible schedule can help the students create a learning environment that meets their specific needs.

For questions or concerns, please contact your child's teacher for more information.

Section 504 Program

Section 504 is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance from the U.S. Department of Education (such as a public school like LSOA). Under this law, individuals with disabilities are defined as persons with a physical or mental impairment which substantially limits one or more major life activities. Individuals who have a history of, or who are regarded as having a physical or mental impairment that substantially limits one or more major life activities, are also covered.

Major life activities include caring for oneself, walking, seeing, hearing, speaking, breathing, working, performing manual tasks, and learning. Some examples of impairments that may substantially limit major life activities, even with the help of medication or aids/devices, are AIDS, alcoholism, blindness or a visual impairment, cancer, deafness or hearing impairment, diabetes, drug addiction, heart disease, and mental illness.

Qualification for Section 504 Services

"No otherwise qualified individual with handicaps in the United States... shall, solely by reason of his or her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance..." *9 U.S.C. 794(a)*

What does this mean? This means if your student has a physical or mental impairment, they may qualify for services under Section 504. This allows LSOA to provide accommodations to help your student better access the curriculum if their physical or mental impairment is preventing them from being successful.

To determine if your student is eligible for Section 504 services, we will need to conduct an evaluation which may include gathering information from teachers, medical professionals, and you as the legal guardian.

If you would like to further investigate your student's eligibility under Section 504, please contact your child's homeroom teacher.

Dyslexia Services

Students who show signs of dyslexia may need specific intervention to be successful in school. The LSOA Dyslexia Intervention Program is offered for those students who meet program specifications according to the State of Texas. A copy of the [Texas Dyslexia Handbook](#) (revised 2014), including the identification process may be viewed at any time.

For questions or concerns, please contact your child's homeroom teacher.

Identification and Services for English Language Learners

LSOA works closely with each family to identify students whose first or primary language is not English. Through the information obtained on a Home Language Survey, completed during the initial enrollment process, students are assessed to determine if additional research-based instruction and supports is warranted for English language instruction.

An LEP (or EB) student is any individual:

- (A) who is aged 3 through 21;
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C) who was not born in the United States or whose native language is a language other than English;
- (D) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
- (E) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
- (F) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- (G) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual:
 - (i) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society.

Students that meet the criteria above and qualify for English Language instruction will receive additional support through the English Learner department (EL). Additionally, those students identified for services will receive support through an Individualizing English Learning Plan.

To ensure the student is making growth academically and with their English language skills, annually the students will take the Texas English Language Proficiency Assessment, discussed in the [Assessment Requirements](#) section of this handbook.

If you need assistance of a language interpreter, please contact your homeroom teacher. In addition to language interpreters we offer translated materials for the majority of our school communications.

Emergent Bilingual Program Contact Information

- Laura Theiss
- lthiess@k12.com

Related Services

We understand that it is our responsibility to provide free and appropriate public education to each enrolled special education student. Related services, placement, and goals are determined by the ARD Committee. LSOA provides related services through contracts with service providers (speech pathologists, occupational therapists, etc.). It is important for students and legal guardians to attend all related services appointments for the student to receive maximum benefit and achieve IEP goals.

Because LSOA is a virtual school of choice, we strive to provide speech and other related services virtually whenever possible. However, we understand that each student's needs are different and the virtual model for related service delivery may not be appropriate for all. Face-to-face therapy can be considered based on the needs of the individual student. When face-to-face services are necessary, they will be offered at the nearest office to the family's home through a licensed provider.

Any questions regarding Special Education services for a specific student should be directed to the student's Special Education Teacher. For additional questions or concerns, please contact your child's homeroom teacher.

Advanced Learners

Many LSOA students have participated in Gifted and Talented or Advanced Learner programs prior to enrollment in our program. If you feel that your student needs enrichment or more challenging work, please speak with your LSOA teacher and they will assist you in determining the next steps.

For questions or concerns, please contact your child's homeroom teacher.

I Understand and Agree

The purpose of this section is to review the policy and processes outlined in this Student Handbook for LSOA Legal Guardians, Learning Coaches, and students.

- ✓ I understand that my student is enrolled in a Texas public school within Roscoe Collegiate Independent School District.
- ✓ I understand the admission and enrollment requirements for LSOA and agree to provide all required paperwork/documentation accurately and completely.
- ✓ I understand and agree to all attendance requirements for LSOA, including any and all in-person assessment requirements.
- ✓ I understand I must bring my child to all in person testing (STAAR OR MCLASS and or TELPAS) as required for my child's grade level. Failure to attend in person testing may result in withdrawal from LSOA.
- ✓ I understand the processes and policy for maintaining and sharing student records at LSOA.
- ✓ I understand and agree to follow the Student Code of Conduct, including the Acceptable Use Policy and Discrimination and Harassment Policy.
- ✓ I understand and agree to the assessment requirements for LSOA.
- ✓ I understand and agree to the Grading and Retention Policy.
- ✓ I understand the curriculum and course requirements and my rights as a Legal Guardian.
- ✓ I understand and agree to the processes for Special Programs and Guidance programs.
- ✓ I understand and agree to supervise my student in using the online curriculum.
- ✓ I understand that LSOA does not encourage students to be left home alone or unsupervised during the school day.
- ✓ I understand that I must provide a working computer for each student to use.
- ✓ I understand and agree that it is my responsibility to secure an Internet service provider, and I understand that failure to secure working Internet may result in withdrawal from the LSOA program.
- ✓ I understand LSOA reserves the right to amend the Student Handbook, as new state regulations come available and that a current copy of the handbook will be maintained on the LSOA website.
- ✓ I understand all LSOA Learning Coaches, Legal Guardians, and students are held accountable for all the information provided within the Student Handbook, and that I should reach out to my student's homeroom teacher should any clarification be needed.
- ✓ I understand the violation of any of the processes or policies outlined in the Student Handbook will result in consequences, up to and including withdrawal from LSOA.

By signing below, the Legal Guardian, Learning Coach, and student are agreeing to follow all policies and processes outlined in the LSOA Student Handbook.

Date: _____

Legal Guardian Signature: _____