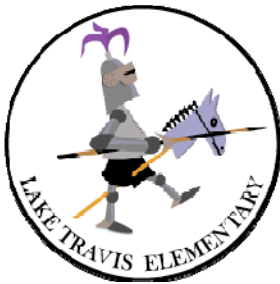


Lake Travis Independent School District



Elementary School Student/Parent Handbook and Student Code of Conduct

2010-2011

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Lake Travis Independent School District Campuses

Lake Travis Elementary School
15303 Kollmeyer Dr.
Austin, Texas 78734
Karen Miller-Kopp, Principal
Jodie Villemaire, Assistant Principal
Telephone: 512-533-6300
Fax: 512-533-6301

Lake Travis Middle School
3322 Ranch Road 620 South
Austin, Texas 78738
Russell Maedgen, Principal
Janet Pyne, Assistant Principal
Telephone: 512-6200
Fax: 512-533-6201

Lakeway Elementary School
1701 Lohmans Crossing Road
Austin, Texas 78734
Sam Hicks, Principal
Telephone: 512-533-6350
Fax: 512-533-6251

Hudson Bend Middle School
15600 Lariat Trail
Austin, Texas 78734
Debbie Aceves, Principal
Steven Lott, Assistant Principal
Telephone: 512-533-6400
Fax: 512-533-6401

Bee Cave Elementary School
14300 Hamilton Pool Rd.
Austin, Texas 78738
Janie Braxdale, Principal
Telephone: 512-533-6250
Fax: 512-533-6251

Lake Travis High School
3322 Ranch Road 620 South
Austin, Texas 78738
Kim Brents, Principal
Mark Robinson, Associate Principal
Karen Reich, Associate Principal
Angela Frankhouser, Assistant Principal
Roy Hudson, Assistant Principal
Andy Paulson, Assistant Principal
Telephone: 512-533-6400
Fax: 512-533-6401

Lake Pointe Elementary School
11801 Sonoma Dr.
Austin, Texas 78738
Heidi Gudelman, Principal
Telephone: 512-533-6500
Fax: 512-533-6501

Serene Hills Elementary School
3301 Serene Hills Drive
Austin, TX 78738
Allison Cobb, Principal
Telephone: 512-533-7400
Fax: 512-533-7401

Lake Travis Independent School District

3322 Ranch Road 620 South
Austin, Texas 78738
Dr. Rockwell Kirk, Superintendent
Telephone: 512-533-6000
Fax: 512-533-6001
www.ltidschools.org

Board of Trustees

Jason Buddin
Alan Williams
Lisa Johnson
Alex Alexander
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Mayo Davidson

Administration

Superintendent of Schools

Dr. Rockwell Kirk, Ed.D.

Deputy Superintendent and General Counsel

Susan Bohn

Assistant Superintendent of Student Support Services

Becky Burnett

Assistant Superintendent of Technology and Information Systems Services

Sean Casey

Assistant Superintendent of Business & Financial Services

Johnny Hill

Assistant Superintendent of Curriculum & Instructional Services

Myra Pettit

Student Holidays

September 6 Labor Day
October 7 & 14 Early Release
October 29 Staff Development/Student Holiday
November 22-23..... Staff Development/Student Holiday
November 24 – 26 Thanksgiving
December 20 – December 31 Winter Break
January 17..... Staff Development/Student Holiday
March 14 – 18..... Spring Break
April 22 Student/Staff Holiday
May 30... Student/Staff Holiday

Bad Weather Days: February 21 and June 3

Grading Period

First Semester

August 23 – October 22
October 25 – January 14

Second Semester

January 18 – March 25
March 28 – June 3

School Hours

7:45 to 2:45

7:30 to 4:00 – Office Hours

Students not riding a District bus may not arrive earlier **than 7:15 am** and should be picked up promptly at **2:45 pm**. Students not picked up by 3:00 will go to the office.

PREFACE

The **LTISD Elementary School Student/Parent Handbook** and the **LTISD Code of Conduct** contain information needed by both students and parents during the school year. The **Student/Parent Handbook** contains information about the schools with which you should be familiar. Information in this book is based upon campus or district policy or procedures, Texas Education Agency rules, and federal and state laws and regulations. The **LTISD Student Code of Conduct (SCOS)** is the district’s discipline management plan, and is required by the Texas Education Agency. The SCOC contains the consequences for wrong or inappropriate behavior and is intended to promote school safety. Information in the SCOC is either required by state law or has been approved by the LTISD Board of Trustees.

If the information in the **Student/Parent Handbook** conflicts with information in the **SCOC** the latter shall take precedence. Information, rules, and clear expectations are the foundation for harmony and good human relations. Students and parents are urged to become familiar with this Handbook, the SCOC , and other school information. Furthermore, students and parents are encouraged to ask questions and make constructive suggestions relevant to their school.

Students and parents should review the contents of this Handbook/Code of Conduct and sign all required forms. The signed forms must be returned to the homeroom teacher within ten school days.

District Policies

The LTISD Board Policy Manual which contains the official, Board-approved, policies of the District, is available at the LTISD web site, www.ltisdschools.org, and in the office of the General Counsel at the Central Administration Building.

Responsibilities

Students

- Attend all classes daily and promptly.
- Be prepared for each class with appropriate materials and assignments.
- Be properly attired.
- Respect the rights and property of others.
- Act responsibly.
- Pay required fees and fines unless they are waived.
- Refrain from offenses of the Student Code of Conduct.
- Obey all school rules including safety rules.
- Care for property of the school.
- Seek changes in school rules and District policies in an orderly and responsible manner through appropriate channels.
- Share school information with parents.
- Visit another school only when it is appropriate to be there.
- Acknowledge that the use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful.

- Cooperate with staff in investigation of disciplinary cases and volunteer information relating to an alleged offense.

Parents – Our Most Important Partners

Your support, encouragement and participation in your child's education are very important. LTISD values the partnership between schools and families as we work together for the benefit of the children. Your input and involvement in your child's education is the key to success in school. If you have questions, please feel free to call the school or make an appointment with your child's teacher. We welcome and need you as partners.

- Be sure your child attends school daily. Be sure that your student brings the required notes explaining absences.
- Be sure your student arrives to school on time.
- Maintain up-to-date school records for your child including, home, work and emergency telephone numbers, immunization records, and other pertinent information.
- Encourage proper study habits at home.
- Participate in meaningful parent-teacher conferences to discuss your child's school progress and welfare.
- Attend parent-training workshops for home reinforcement of study skills and specific curriculum objectives to assist your child if needed.
- Stay informed of school rules and encourage your child to obey these rules.
- Participate in school-related organizations.
- Be sure that your child is appropriately dressed for school and school-related activities and has all materials needed for class.
- Discuss report cards and school assignments with your child.
- Sign and return progress reports.
- Bring to the attention of school authorities any learning problem or condition that may relate to your child's education.
- Cooperate with and support school staff and administrators and teachers to assist your child.
- Be sure your child attends school tutorials when needed.
- Return the student acknowledgment form with your signature indicating that you have read the student rules and consent to the responsibilities outlined in this plan.
- A student's parent is legally liable for property damage caused by negligent or malicious conduct of the student.

Teachers

- Encourage high achievement.
- Use appropriate discipline management techniques.
- Advocate for the success of all students.
- Ensure good student discipline by being in regular attendance and on time.
- Perform teaching duties with appropriate preparation, assignments and resource materials.
- Comply with District and school policies, rules, management guidelines and directives.
- Maintain classroom atmosphere that nurtures students and promotes active learning.
- Establish rapport and an effective working relationship with parents, students and other staff members.
- Encourage good work habits that will lead to the accomplishment of personal goals.
- Serve as an appropriate role model for students in accordance with the standards of the teaching profession.

Administrators

- Establish the learning climate for the school.
- Provide instructional leadership.
- Assume responsibility for discipline and for implementation of the Student Code of Conduct.
- Respond to discipline problems referred by teachers or other staff members.
- Encourage and participate in parent communication with the school, including participation in required parent-teacher conferences.
- Serve as appropriate role models for the students and staff on the campus in accordance with the standards of the profession.
- Supervise and assess the implementation of all programming at the school.

Jurisdiction

The District has jurisdiction over its students during the regular school day and while going to and from school on District transportation. Within the District's jurisdiction is any activity during the school day on school grounds, attendance at any school-related activity, regardless of time or location, and any school-related misconduct, regardless of time or location. The District's jurisdiction also includes any student whose conduct at any time and in any place interferes with or obstructs the mission or operations of the District or the safety or welfare of students or staff members.

Important Notices

Asbestos Management Plan

The district's Asbestos Management Plan, designed to be in compliance with state and federal regulations addressing asbestos, is available in the Maintenance & Operations office. If you have any questions, please contact the Director of Maintenance and Operations at 533-6065.

Bacterial Meningitis

State law specifically requires the district to provide the following information:

- What is meningitis?

Meningitis is an inflammation of the covering of the brain and spinal cord. It can be caused by viruses, parasites, fungi, and bacteria. Viral meningitis is most common and the least serious. Bacterial meningitis is the most common form of serious bacterial infection with the potential for serious, long-term complications. It is an uncommon disease, but requires urgent treatment with antibiotics to prevent permanent damage or death.

- What are the symptoms?

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

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

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

- How serious is bacterial meningitis?

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

- How is bacterial meningitis spread?

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

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

- How can bacterial meningitis be prevented?

Do not share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss.

While there are vaccines for some other strains of bacterial meningitis, they are used only in special circumstances. These include when there is a disease outbreak in a community or for people traveling to a country where there is a high risk of getting the disease. Also, a vaccine is recommended by some groups for college students, particularly freshmen living in dorms or residence halls. The vaccine is safe and effective (85–90 percent). It can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within seven to ten days after the vaccine is given and lasts for up to five years.

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

You should seek prompt medical attention.

- Where can you get more information?

Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Department of State Health Services office to ask about a meningococcal vaccine. Additional information may also be found at the Web sites for the Centers for Disease Control and Prevention, <http://www.cdc.gov>, and the Department of State Health Services, <http://www.dshs.state.tx.us/>.

Bullying

Bullying occurs when a student or group of students directs written or verbal expressions or physical conduct against another student and the behavior results in harm to the student or the student's property, places a student in fear of harm to himself or his property, and is so severe, persistent, or pervasive that it creates an intimidating, threatening or abusive educational environment.

The board has established policies and procedures to prohibit bullying and to respond to reports of bullying. [See FFI(LOCAL).]

Providing Assistance to Students

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

The reauthorization of the Individuals with Disabilities Education Act (IDEA), in conjunction with No Child Left Behind (NCLB), now mandates that the district use a process that determines a child's response to interventions *prior* to determining whether or not the child has a learning disability. In response to this mandate, LTISD has developed an intervention process to address the unique needs of struggling learners. This process is called The Assessment for Learning Intervention Process (A4L Intervention).

Lake Travis ISD's A4L Intervention Process provides educators with a process for delivering quality, research-based instruction using the District's Curriculum plus other intervention resources. The model provides a foundation for reducing the prevalence of struggling students by creating a seamless K-12 instructional system aligned with **federal** and **state** legislative requirements. Lake Travis ISD's A4L Intervention Process includes a data collection system which helps teachers make decisions concerning a student's responsiveness to interventions.

If a child is experiencing learning difficulties, the parent may contact the campus A4L Coordinator to learn more about the intervention services available to their child. The implementation of the A4L Intervention Process has the potential to have a positive impact on students who experience learning difficulties.

A parent is entitled to request an evaluation for special education services. Within a reasonable amount of time, the district must decide if the evaluation is needed. If the evaluation is needed, the parent will be notified and asked to provide informed written consent for the evaluation. If the district determines that an evaluation for special education services is not needed, the district will provide the parent with a written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parent of his or her rights if the parent disagrees with the district.

If a student is receiving special education services at a campus outside his or her attendance zone, the parent or guardian may request that any other student residing in the household be transferred to the same campus, if the appropriate grade level for the transferring student is offered on that campus. [See policy FDB(LOCAL).]

Pest Management Plan

The district applies only pest control products that comply with state and federal guidelines. Except in an emergency, signs will be posted 48 hours before application. Parents who want to be notified prior to pesticide application inside their child's school assignment area may contact the Director of Maintenance and Operations, at 533-6060.

Physical Fitness Assessment

Annually, the district will conduct a physical fitness assessment of students in grades 3–12. At the end of the school year, a parent may submit a written request to the campus principal, to obtain the results of his or her child's physical fitness assessment conducted during the school year.

Requesting Professional Qualifications of Teachers and Staff

You may request information regarding the professional qualifications of your child’s teachers, including whether a teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; whether the teacher has an emergency permit or other provisional status for which state requirements have been waived; and undergraduate and graduate degree majors, graduate certifications, and the field of study of the certification or degree. You also have the right to request information about the qualifications of any paraprofessional who may provide services to your child.

Requesting Transfer from Unsafe School

To request the transfer of your child to attend a safe public school in the district if your child attends school at a campus identified by TEA as persistently dangerous or if your child has been a victim of a violent criminal offense while at school or on school grounds. [See policy FDD(LOCAL).]

To request the transfer of your child to another campus if your child has been the victim of a sexual assault by another student assigned to the same campus, whether that assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault. [See policies FDD(LLEGAL) and (LOCAL).]

School Health Advisory Council

During the preceding school year, the district’s School Health Advisory Executive Council held 4 meetings. Additional information regarding the district’s School Health Advisory Executive Council is available from the Kathleen Hassenfratz, Healthy Lifestyles Coordinator, at 533-6041 [See also policies at BDF and EHAA.]

Statement of Nondiscrimination

In its efforts to promote nondiscrimination, LTISD does not discriminate on the basis of race, religion, color, national origin, gender, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

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

- Title IX Coordinator, for concerns regarding discrimination on the basis of sex: Susan Bohn, Deputy Superintendent and General Counsel, 533-6483 and Holly Morris-Kuentz, Executive Director of Administrative and Human Resource Services, 533-6024.
- Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Becky Burnett, Assistant Superintendent of Student Support Services, and Diana Davison, Director of Special Services, 533-6460
- All other concerns regarding discrimination: Contact Deputy Superintendent and General Counsel, Susan Bohn at 533-6483.

Student Records

Both federal and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students certain rights of privacy. Before disclosing any personally identifiable information from a student’s records, the district must verify the identity of the person, including a parent or the student, requesting the information. For purposes of student records and “eligible” student is one who is 18 or older OR who is attending an institution of postsecondary education.

Student Surveys

Your child will not be required to participate without parental consent in any survey, analysis, or evaluation—funded in whole or in part by the U.S. Department of Education—that concerns:

- Political affiliations or beliefs of the student or the student’s parent.
- Mental or psychological problems of the student or the student’s family.
- Sexual behavior or attitudes.
- Illegal, antisocial, self-incriminating, or demeaning behavior.
- Critical appraisals of individuals with whom the student has a close family relationship.

- Relationships privileged under law, such as relationships with lawyers, physicians, and ministers.
- Religious practices, affiliations, or beliefs of the student or parents.
- Income, except when the information is required by law and will be used to determine the student's eligibility to participate in a special program or to receive financial assistance under such a program.

You will be able to inspect the survey or other instrument and any instructional materials used in connection with such a survey, analysis, or evaluation. [For further information, see policy EF(LEGAL).]

Opting Out of Surveys and Activities

As a parent, you have a right to receive notice of and deny permission for your child's participation in:

- Any survey concerning the private information listed above, regardless of funding.
- School activities involving the collection, disclosure, or use of personal information gathered from your child for the purpose of marketing or selling that information.
- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student. Exceptions are hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law. [See policies EF and FFAA.]

Vending Machines

The district has adopted policies and implemented procedures to comply with state and federal food service guidelines for restricting student access to vending machines. For more information regarding these policies and guidelines you may contact the Director of Food & Nutrition Services at 533-6037. [See policies at CO and FFA.]

Attendance, Enrollment, and Withdrawal

Attendance

Attendance Accounting

Students must be present in school at 10 am in order to be counted present for purposes of reporting attendance to the state. Student attendance is taken in each class daily. Students must be in attendance the majority of the school day in order to participate in school-related activities on that day or evening.

Attendance Committee

If a student does not meet compulsory attendance requirements, the campus attendance committee will review the circumstances, using the guidelines at Board Policy FEC(Local), to determine whether the student will receive credit.

Compulsory Attendance

State law requires that a student between the ages of six and 18 attend school, as well as any applicable accelerated instruction program, extended year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt. Once a student is enrolled in school, the compulsory attendance laws apply. For the scheduled 178 days in the 2010/2011 school year, each student must be in attendance 160 school days.

If the student is absent from school on ten or more days or parts of days within a six-month period in the same school year or on three or more days or parts of days within a four-week period, the student's parent may be subject to prosecution under Texas Education Code §25.093 and the student is subject to prosecution under Texas Education Code §25.094 for compulsory attendance law violation. LTISD shall report violations of compulsory attendance laws to law enforcement authorities.

Students enrolled in prekindergarten or kindergarten are required to attend school

State law requires attendance in an accelerated reading instruction program when kindergarten, first, or second grade students are assigned to such a program. Parents will be notified in writing if their child is assigned to an accelerated reading instruction program as a result of a diagnostic reading instrument.

School employees must investigate and report violations of the state compulsory attendance law. A student absent without permission from school; from any class; from required special programs, such as additional special instruction (termed “accelerated instruction” by the state) assigned by a grade placement committee and basic skills for ninth graders; or from required tutorials will be considered in violation of the compulsory attendance law and subject to disciplinary action.

A court of law may also impose penalties against both the student and his or her parents if a school-aged student is deliberately not attending school. A complaint against the parent may be filed in court if the student:

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

Attendance for Credit

To receive credit in a class, a student must attend at least 90 percent of the days the class is offered. A student who attends a least 75 percent but fewer than 90 percent of the days the class is offered may receive credit for the class if he or she completes a plan, approved by the principal, that allows the student to fulfill the instructional requirements for the class. If a student is involved in a criminal or juvenile court proceeding, the approval of the judge presiding over the case will also be required before the student received credit for the class.

If a student attends less that 75 percent of the days a class is offered or has not completed a plan approved by the principal, then the student will be referred to the attendance review committee to determine whether where are extenuating circumstances for the absences and how the student can regain credit, if appropriate. [See policies at FEC]

In determining whether there were extenuating circumstances for the absences, the attendance committee will use the following guidelines.

- All absences will be considered in determining whether a student has attended the required percentage of days. If makeup work is completed, absences for religious holy days and documented health-care appointments will be considered days of attendance for this purpose. [See policies at FEB]
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district. For a student transferring into the district after school begins, including a migrant student, only those absences after enrollment will be considered.
- In reaching a decision about a student’s absences, the committee will attempt to ensure that it is in the best interest of the student.
- The committee will consider whether the absences were for reasons over which the student or the student’s parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit.

The student or parent may appeal the committee’s decision to board of trustees by filing a written request with the superintendent in accordance with policy FNG (local)

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

Documentation from Healthcare Professional

A student will not be counted absent for a **documented** appointment with a doctor, dentist or other health care professional **if the student attends school** at any time on the day of the appointment, and if the student satisfactorily completes the missed school work in a reasonable amount of time. The documentation must be in the form of a note from the health care professional. Upon return to school, a student absent for more than 5 consecutive days because of personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student’s extended absence from school.

Excused Absences

Excused absences are recognized for the following reasons:

1. Illness, quarantine of the student or the immediate family- a doctor’s note may be required after three

or more consecutive days. A parent may call the school and request assignments after a student's third consecutive absence.

2. Death of an immediate family member or a family emergency which could not be anticipated.
3. Participation in a school-sponsored activity.
4. Participation in medical or dental appointments – written verification required from the physician's office.
5. Observance of a religious holiday under TEC 25.087.
6. Participation in activities related to Child Protection Services or the Juvenile Justice System.
7. Teen parent absences to take care of his or her child.
8. Absences related to migrant workers.
9. Days missed as a runaway.
10. Participation in a substance abuse rehabilitation program.
11. Homeless, as defined by law.
12. Appearing at a governmental office to complete paperwork required in connection with the student's application for United States citizenship or taking part in a United States naturalization oath ceremony.
13. Student with diagnosed autism spectrum disorder when attending health care appointments related to the disorder.

Absences for reasons other than those listed above will be considered unexcused and may result in disciplinary consequences.

Make-up Work

Students shall make up assignments and tests after absences. Students shall receive a zero for any assignment or test not made up within the allotted time. A grace period equal to the number of days missed is allowed for make-up work.

Teacher(s) may assign additional work to assure students who have been absent have sufficient opportunity to master the essential knowledge and skills or to meet subject or course end requirements. The assignments shall be based on the instructional objectives for the subject or course and may provide greater depth of subject matter than routine make-up work.

Reporting Absences

When a student is absent or tardy, parents should call the school office as soon as possible on the day of the absence to report the reason for the absence. Following an absence, the parent must provide a signed note within 48 hours of the absence.

The note should contain:

- Full name of student
- Dates absent
- Specific reason for absence each day (i.e. illness, death in the family, etc.)
- Parent's signature and telephone number

Suspension

Students shall receive a grade no higher than a 70 for make-up work after a suspension.

Tardies

School begins promptly at **7:45 a.m.**

Repeated tardies will result in a referral to the campus attendance committee. (principal, assistant principal or counselor). Excessive tardiness could result in disciplinary consequences as well as having a warning notice sent home. If a student is tardy more than five times during a nine weeks period he/she cannot be recognized for perfect attendance. Parents are requested to go to the front office to sign in students arriving late to school.

Enrollment

In order for a student to be enrolled in a Lake Travis ISD School, the following residency and immunization requirements must be met.

Age Requirements

State guidelines and District policy require a kindergarten student to be **5 years old on or before September 1**. **A first grade student must be 6 years old on or before September 1**, unless the child has successfully completed public kindergarten in another state or has received instruction in public first grade in another state. An original birth certificate, not a hospital copy, must be presented for kindergarten and first grade students enrolling in Lake Travis ISD schools for the first time. In Texas, children must attend school from the age of 6 until their 18th birthday.

Underage children (those not six years of age as of September 1 of the beginning of the current school year) who have completed a nonpublic school kindergarten program shall initially be placed in kindergarten, after which the parent(s) or guardian may request a review for potential placement in first grade.

The procedure for determining placement shall be as follows:

1. The principal shall set up a conference within the first ten days of school enrollment. Included in the conference shall be the parent(s) or guardian, the principal, and the student's kindergarten teacher. This conference shall be used to gather background information about the student, to share kindergarten and first grade curricula with parents, and to determine whether additional steps are necessary.
2. The parent(s) or guardian shall be given the opportunity to present evidence that suggests the student is likely to meet success in first grade, such as former teacher reports, student work, criterion or norm-referenced assessments.

A decision to keep the student in kindergarten may be made at the time of the conference, or if there is evidence that suggests the student may be successful in first grade, additional information will be collected.

1. The student shall be observed over a two-week period in the kindergarten classroom. Observers may include the student's kindergarten teacher and/or an additional kindergarten teacher, a first grade teacher, a gifted/talented teacher, the counselor, and the principal. During the observation period, the student shall be evaluated and must demonstrate 90 percent mastery on an evaluation of kindergartners for advanced placement in math, reading, language development, and writing.
2. At the end of the observation period, the principal shall hold a follow-up conference with the school personnel involved in the observations for the purpose of sharing the data collected and reaching a school recommendation.
3. A final conference, including the parent(s) or guardian and the school personnel, shall be held to share the information leading to the recommendation.
4. A plan of action for accommodating the student in first grade or kindergarten shall be presented to the parent(s) or guardian. The final decision shall be made by the principal.

Pre-Kindergarten

Lake Travis ISD offers full-day pre-kindergarten classes for children who are four years old on or before September 1, live in the district, and:

1. have a limited ability to speak and/or comprehend the English language; or
2. are homeless; or
3. whose family income allows the child to qualify for free or reduced lunch; or
4. are active duty uniformed members, which includes parents or guardians, of the Army, Navy, Marine Corps, Air Force or Coast Guard who are assigned to duty stations in Texas or who are Texans who have eligible children residing in Texas; or
5. are Guard and Reserve-Activated / Mobilized uniform members of the Texas National Guard-Army or Air Guard or the Activated / Mobilized members of the Reserve components of the Army, Navy, Marine Corps, Air Force or Coast Guard who are Texas residents regardless of the location of the reserve unit; or
6. are military parents who are missing in action or who have died.
7. is or ever has been in the conservatorship of the Department of Family and Protective Services following an adversary hearing held as provided by Section 262.201, Family Code.

A child who is eligible for enrollment under item 4 or 5 above remains eligible if the child's parent leaves the armed forces, or is no longer on active duty after the child begins pre-kindergarten class. The LTISD Pre-kindergarten classes are held on the campus of Lake Travis Elementary.

Students who do not meet the above qualifications can register for a tuition based PK program.

Immunization

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized. For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. This form may be obtained by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at <https://webds.dshs.state.tx.us/immco/affidavit.shtm>. The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are: diphtheria, rubella (measles), rubella (German measles), mumps, tetanus, pertussis, poliomyelitis (polio), hepatitis A, hepatitis B, and varicella (chicken pox). The school nurse can provide information on age-appropriate doses or on an acceptable physician-validated history of illness required by the Department of State Health Services. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. licensed physician stating that, in the doctor's opinion, the immunization required poses a significant risk to the health and well-being of the student or member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a life-long condition. [For further information, see policy FFAB(LEGAL) and the Department of State Health Services Web site: <http://www.dshs.state.tx.us/immunize/school/default.shtm>.]

30 Day Provisional Enrollment

The responsibility for providing immunization records of students enrolling in school, entering school for the first time, or transferring from another district rests solely with the parents or guardian. If the school has not been furnished complete records of immunizations, the student may be entitled to provisional enrollment in school. The parent or guardian has no more the 30 days to provide proof of immunization or to present a certificate or statement that, for medical reasons or reasons of conscience including religious belief, the student will not be immunized. Once the 30 day provisional enrollment period ends, parents or guardians must present an official notarized TDH affidavit form, an up-to-date immunization record, or a physician's affidavit of medical contraindication to school officials to attend school. If parents or guardians cannot produce one of these three documents, their child/student will be excluded from school. Absences pending immunization will be unexcused. Information on immunizations may be obtained from the County Health Department at 972-5400 or for free clinics at 972-5520 (Shots for Tots).

Registration

To enroll a student, the parent, legal guardian, or person showing evidence of legal responsibility must accompany the student to complete and sign a registration form and a release of records consent form (available in the registrar's office) to allow the school to obtain student records from the previous school.

At the time of registration, the parent should notify the school of any court order affecting his/her child. Parents must provide information at the time of registration for emergency notification.

Students enrolling in a school from another school or school district should present a copy of the last report card received. At the time of registration, a student must bring a copy of his or her transcript for correct placement.

Residency

A student should provide a Social Security number, if one is available, and show proof of identity (examples include birth certificate, passport, school report card, hospital birth record, or any other legal document that establishes identity) and proof of living in the District with his parent or guardian or a court-appointed adult. A student will attend the appropriate school in his or her attendance zone. Proof of residency, as exhibited by such documents as sales contract or rental contract listing each occupant of a residence or manager of the apartment, is required for enrollment. If a student and his family reside with another family, a notarized statement acknowledging that fact is required from the owner of the residence or

manager of the apartment building. False statements or listings concerning residency may result in collection of tuition fees. The names of students for whom no proof of identity has been submitted within 30 days of enrollment will be submitted to law enforcement officials as required by law. Students whose change in residency results in a change in attendance zones within the District or to another school district will be withdrawn from their original school. A student who changes attendance zones after the first nine-week grading period may remain at the first school until the end of the school year. Residency may be checked and verified by residence checks, talking with neighbors, confirmation with apartment managers or talking with students by District personnel, including District police officers, throughout the year. Copies of all required documents will be made and kept on file.

Homeless Students

For information on services for homeless students, contact the district's Liaison for Homeless Children and Youths, the Deputy Superintendent, at 533-6019.

Withdrawal

When a student is to be withdrawn, the child's parent/guardian should notify the school office at least 48 hours in advance to allow preparation of necessary records. Textbooks and all library books must be turned in and cleared of fines, lunch charges must be cleared, and any other fines or fees must be paid prior to withdrawal of the student. The student should leave a forwarding address with the registrar.

Academic Information

Credit By Exam - Advancing a Grade

Kindergarten to Grade 1

Lake Travis ISD believes that great care should be taken with student acceleration at this early grade. Students will not be accelerated prior to the beginning of the school year. Parents who believe their child may be a candidate for acceleration must enroll their child in kindergarten and complete the application for acceleration by week three of the school year. Parent nomination forms for acceleration may be obtained at the campus from the counselor. The process for assessing students to determine need for acceleration will occur during the first seven weeks of enrollment.

The kindergarten program in Lake Travis ISD is designed to accommodate student needs for acceleration within the kindergarten classroom. It is, therefore, the philosophy of Lake Travis ISD to accelerate only students who cannot be effectively served through district programs at their current grade level. At this early grade level, the district will require the student to demonstrate performance well above average for first grade, so that a student's success in that grade level can be assured.

Lake Travis ISD's kindergarten acceleration process includes a multi-phase assessment procedure. When a student fails to meet the criteria to move to the next phase, the parents of the child will be informed that the child will not be assessed further.

Grades 1-5

Parents of students in grades 1-5, who believe that their child would better be served in a higher grade level, must contact the school counselor and complete a form requesting testing. School personnel must also agree that the student would be successful in the next grade level and sign the form. The district, through the University of Texas continuing education system, purchases exams. Students must score 90% on examinations in language arts, mathematics, social studies, and science to advance a grade. A committee consisting of the principal, counselor, sending teacher, receiving team leader or teacher, and parent must recommend acceleration. Tests for acceleration will be offered the second week in June and the last week of July.

Grading

LTISD uses the CSCOPE curriculum. This curriculum is based on the TEKS and adds specificity and rigor as well as ensures vertical and horizontal alignment in curriculum, instruction, and assessment. The curriculum is developed collaboratively by teachers and is reviewed and adjusted as needed. Teachers must use the following components of CSCOPE:

- Vertical Alignment Document
- Year at a Glance
- Instructional Focus Document

The following components are available, but optional:

- Exemplar Lessons
- Assessment

Elementary Grading Procedures Guidelines (Grades 3-5)

Guiding Principles:

Following are the guiding principles, which represent the district's philosophy on assigning grades to student work and reporting grades to students and parents.

- Grades should reflect the student's mastery of an assignment
 - Minimum grade may not be assigned (i.e. 50 for a 39)
 - Students should have a reasonable opportunity to make up or redo a class assignment or exam for which the student received a failing grade
- Parents and students will be informed of student progress through progress reports, report cards, and the Parent Portal on Gradespeed
- Grade reports should be an accurate assessment of the student's progress and will be based on a minimum number of grades in each subject.
- Zeros Aren't Permitted (ZAP). Students must complete all assignments.
- Zeros may be recorded on interim reports, but the assignment must be completed by the end of the nine-week grading period and the zero must be replaced by a grade which reflects the student's level of mastery.
 - Zeros in 5th grade – a student could earn a zero for homework ONLY in 5th grade. A zero for homework will remain a zero in the grade book. The two lowest homework grades will be dropped.

Number of Grades:

Grades 3-5 should have a minimum of 12 grades per grading period for Mathematics, Language Arts, Reading, Science, and Social Studies.

Re-teaching and Re-Assessing

Re-teaching should be an integral part of regular classroom instruction whenever the teacher determines that the student has not accomplished mastery of the TEKS. (Grades below 75%) Teachers will follow the following procedures when a grades fall below 75% of mastery:

- Daily Work/Quizzes: re-teach concepts not mastered, and then allow students to correct or retest. The grade recorded will be an average of the first grade and the redo grade.
- Tests: re-teach concepts not mastered, and then provide an alternate assessment which will determine if concepts have been mastered. The grade recorded will be an average of the first grade and the retest grade.
- Projects: re-teach concepts not mastered, then provide opportunity for students to re-do or correct. The grade recorded will be an average of the first grade and the redo grade.

Weighting Grades:

Grades should carry the following weight:

- Tests = 50%
- Daily Work = 40%
- Homework = 10%

Late Work:

Late work should be allowed for all grade levels. The student will be given 2-5 days to complete any late work, depending on the time needed to complete the assignment. If late work is not completed within the time given, the teacher will assign a consequence such as, but not limited to, lunch or recess detention in order to reinforce importance of completing assignments in a timely manner. This should occur a minimal number of times within the grading period.

Report Card Grading in Foundation Areas, Grades K-5

Kindergarten – Grade 2

Report cards are “**Skills-Based**” reflecting the knowledge and skills taught at the specific grade level.

Foundation course skills will be reported using a rubric of 3, 2, or 1 reflecting the following:

3 – Student applies the skill or understands concepts at the level expected.

2 – Student is moving toward being able to demonstrate the skill, understands concepts and meets most expectations.

1 – Student is only beginning to develop the skill or understands concepts and needs to improve progress in order to meet expectations.

Skills needing more practice will be retaught. When a student makes acceptable progress the grade will be recorded in the appropriate grading period.

Grades 3 – 5

Foundation course grades use a numeric system of **0% - 100%** to indicate the degree of mastery of district curriculum

Report Card Grading in Enrichment Areas & Character Education, Grades K-5

Enrichment classes – Art, Music, and Physical Education – and Character Education will use a holistic rubric as follows:

- E** Consistently performs at an exceptional level
- S+** Performs at an excellent level often
- S** Consistently performs at standard expectations
- S-** Performs slightly below standard expectations
- N** Performs slightly below standard expectations often
- U** Consistently performs below standard expectations

Instructional Programs

Foundation Curriculum

English Language Arts prepares students for the increasingly rich media world of today. As receptive listeners, discerning readers, expressive oral readers, and fluent, analytical writers, our students practice the skills required in this dynamic subject. Language Arts is a vital part of every grade level and provides students the opportunities to develop skills in reading, writing, listening and speaking, research, and oral and written conventions.

Mathematics skills are the abilities to use and interpret figures and numbers logically to solve problems. Mathematics spans all grade levels. Instruction stresses number, operation and quantitative reasoning; patterns, relationships and algebraic thinking; geometry and spatial reasoning; measurement; and probability and statistics

Science courses help students acquire knowledge about the natural world and develop critical-thinking skills and investigative tools. Kindergarten through 5th grade courses cover a wide range of scientific topics in the areas of earth, life, physical, and nature of science.

Social Studies is the integrated study of the social sciences and humanities to promote civic competence. Courses equip students to make informed decisions for the public good as citizens of a diverse, democratic society in an interdependent world. Social Studies begins in kindergarten with the study of home and school and progresses through the study of communities to state and national history through 5th grade.

Enrichment Curriculum

Fine Arts: Visual and Graphic Arts begin as required formal instruction in kindergarten through 5th grade.

Music is required from kindergarten through 5th grade.

Health: Students acquire information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate. Health education is integrated into all subjects in kindergarten through 5th grade.

Physical Education: Students acquire the knowledge and skills for movement that provide the foundation for enjoyment and continued social development through physical activity and an active lifestyle. P.E. begins as required formal instruction in kindergarten through 5th grade.

Character Development: As required by the state of Texas, the development of character and citizenship is integrated into all foundation courses for all grade levels as well as being a district, campus, and community focus.

Other Instructional Programs

The Discovery Program, for students identified as gifted and talented, is designed to meet the general intellectual, specific academic, and creative needs of students in all grade levels.

Bilingual/English as a Second Language (ESL) provides instruction for students whose second language is English. In the Bilingual program, Spanish-speaking students receive instruction in both languages with the intent of transitioning them to full English instruction. The goal of the bilingual program is to have fifth graders bilingual and biliterate. The ESL program

assists students in the acquisition of English regardless of their native language.

Special Education program is committed to providing full educational opportunities for students with disabilities and to serving students in a beneficial and integrated setting to the extent appropriate for each student.

The goals of the Lake Travis ISD Special Education program are to ensure that all children have a free appropriate public education (FAPE) designed to meet their unique and individual needs and to prepare students for higher education, employment, and independent living.

Technology is responsible for providing leadership in the implementation of educational technologies that increase the effectiveness of student learning; instructional management; professional development; and administration. Technology, both software and hardware, is integrated into every classroom, campus, and department and is a major area of emphasis in the district.

Counseling programs are intended to guide students into making quality decisions and developing productive, healthy relationships.

Homework

Homework is an essential part of learning. It is assigned regularly for purposes of practice, reinforcing skills, enhancing learning, and providing feedback to students. It is also designed to teach children responsibility in completing tasks in a specified time.

Teachers will use their professional judgment when determining how much homework is to be assigned. A general rule for assigning homework is:

- 10 minutes for First Grade
- 20 minutes for Second Grade
- 30 minutes for Third Grade
- 40 minutes for Fourth Grade
- 50 minutes for Fifth Grade

Promotion

Grades K – 2

Student performance in grades kindergarten through second grade is reflected on a skills-based report card which will be used to help determine promotion to the next grade.

In kindergarten, readiness for first grade is based on mastery of key math and reading objectives as outlined in a grade level matrix of skills and profile tests. If standards are not met, the teacher will communicate with the principal and parents regarding recommendations and the development of an improvement plan.

In first grade, a student could be considered for retention if his/her report card is marked below grade level on indicators as follows:

- Reading
 - DRA level 10 or below
 - TPRI story 2
 - Skills still developing in more than one area
- Mathematics
 - One to one correspondence
 - Reads, writes, compares, and orders numbers 1 – 100
 - Learns and applies simple addition/subtraction facts
 - Identifies, describes, and extends patterns

If standards are not met, the teacher will communicate with the principal and parents regarding recommendations and the development of an improvement plan.

In second grade, a student could be considered for retention if his/her report card is marked below grade level on indicators as follows:

- Reading
 - No more than two indicators below a level two in comprehension, fluency, and decoding

- DRA below level 18
- TPRI below story 2
- Mathematics: no more than three indicators below a level two in the following areas:
 - Extending number patterns
 - Ordering, comparing, and understanding place value of whole numbers
 - Recalling basic numbers for addition and subtraction
 - Adding and subtracting whole numbers to solve problems
 - Below passing score on end-of-year summative math assessment

If appropriate standards are not met, the teacher will communicate with the principal and parents regarding recommendations and the development of an improvement plan.

Grades 3-8

In grades 3-8, a student will be promoted to the next grade level if:

- a final grade of 70 or above has been earned in both language arts and mathematics; and
- an overall average of 70 or above has been earned as determined by averaging the final grades for language arts, mathematics, social studies, and science; and
- the student has not failed social studies or science for two consecutive school years; and
- the student has met the state attendance requirement for the school year.

Additional Promotion Requirements

For Grade 5 and 8

In order to be promoted, students in grade five and eight must pass the TAKS reading and math test in English or Spanish.

TAKS reading objectives:

1. The student will demonstrate a basic understanding of culturally diverse texts.
2. The student will apply knowledge of literary elements to understand culturally diverse written texts.
3. The student will use a variety of strategies to analyze culturally diverse written texts.
4. The student will apply critical thinking skills to analyze culturally diverse texts.

TAKS math objectives:

1. The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.
2. The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.
3. The student will demonstrate an understanding of geometry and spatial reasoning.
4. The student will demonstrate an understanding of the concepts and uses of measurement.
5. The student will demonstrate an understanding of probability and statistics.
6. The student will demonstrate an understanding of the mathematical processes and tools used in problem solving.

Parents of a student in grade 5, or 8 who does not perform satisfactorily on his or her exams will be notified that their child will participate in special instructional programs designed to improve performance. Such students will have two additional opportunities to take the test. If a student fails a second time, a grade placement committee, consisting of the principal or designee, the teacher, and the student's parent, will determine the additional special instruction the student will receive. After a third failed attempt, the student will be retained; however, the parent can appeal this decision to the committee. In order for the student to be promoted, based on standards previously established by the district, the decision of the committee must be unanimous. Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. [See policies at EIE.]

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

Report Cards

Student progress is given to parents through report cards, parent-teacher conferences, and progress reports. Report cards are issued 5-7 school days after the end of the nine weeks.

Section 504/: Child Find

Section 504 of the Rehabilitation Act of 1973 (29 USC 794 34 CFR Part 104) is a broad civil rights law designed to protect the rights of individuals with disabilities in programs and activities that receive federal financial assistance. Section 504 prohibits discrimination against persons with disabilities, including students, district patrons and staff members, by school districts receiving federal financial assistance. For additional information regarding the eligibility and supports available to students protected by Section 504 of the Rehabilitation ACT, please contact the campus principal

Special Services

It is the philosophy of LTISD to place students with disabilities who demonstrate an academic need in the least restrictive educational environment. Services might include:

Instructional Support:

Instructional Support is a model designed to assist special education students to achieve in their mainstreamed classes. Instructional Support may include direct student contact or general education teacher assistance and monitoring of modifications.

Intensive Direct Support:

Students receive direct academic support from a special education teacher through the modification/accommodation of the regular curriculum. This support may be delivered in a resource classroom.

Related Services

Related services include, but are not limited to, Speech/language Therapy, Occupational Therapy, and Physical Therapy. These related services are available to eligible students who demonstrate an educational need. Pre-school age children who are at least 3 years old may also qualify for related services

Monitoring/Folder Teacher:

A special education teacher will monitor each eligible student in all classes and keep in close contact with the regular education teacher. This teacher will alert the ARD committee when adjustments to the student's Individual Education Plan (IEP) need to be considered.

Community Based:

A community based life skills program targets functional skills in the areas of language arts, personal health, math, science, social studies, and vocation. Students are taken into community settings to teach generalization of classroom curriculum.

Homebound:

Students unable to attend school due to injury or extended illness may qualify for hospital/homebound instruction. If a student's physician states in writing that the student will be unable to attend classes for at least four weeks for the reasons above, the student may qualify.

Pre-school Program for Children with Disabilities (PPCD):

Lake Travis ISD provides services for children ages 3 through 5 who meet special education eligibility requirements in its PPCD program, and evaluated.

Student Recognition

Students are recognized for academic achievement, attendance, and citizenship at all campuses.

TAKS Testing Schedule for 2010/2011

Please refer to the LTISD 2010-11 Instructional Calendar for testing dates or visit <http://www.tea.state.tx.us/student.assessment/admin/calendar/index.html>

Testing

The Texas Education Agency mandates several assessments for ALL students in grades 3 through high school. Students at grades 3-5 are tested in reading and mathematics with the TAKS test. Additional testing in writing occurs at grade 4. Students at grade 5 are tested in science as well. The TAKS test is a criterion-referenced test designed to measure a broad range of grade level skills in the various subject areas. Students receive scores that indicate whether they have met

“minimum expectations,” a level set by the State Board of Education. These assessments allow the District to compare the performance in specific skills areas of Lake Travis ISD students to students across Texas.

The Stanford 10 Achievement Test will be given to students in grades 2, 5, and 8. This is a norm-referenced test which will allow the District to compare the performance of LTISD students with students across the nation.

The Texas Primary Reading Inventory (English) or the Tejas Lea (Spanish) is given to students in kindergarten (January and May) and first and second grades (beginning and ending of school) to determine level of reading development in specific reading skills.

All Limited English Proficient (LEP) students in grades K-5 are assessed in speaking, listening,, and reading, with the Texas English Language Proficiency Assessment System (TELPAS) annually Additionally, for students in grades 2-5, the TELPAS includes a writing component.

Transfer

Students enrolling in a Lake Travis ISD school after the beginning of a grading period will receive nine weeks grades that consist of the grades received from the sending school, proportionately to the time spent there. If grades are unavailable from the previous school, students will receive grades awarded by Lake Travis ISD for the nine-week period only if they are in attendance at a Lake Travis ISD school at least one-half of the grading period. If the period enrolled in a Lake Travis ISD school is less than one-half a grading period and the sending school records are unavailable, grades during the previous grading period will be averaged with those earned in the next grading period.

Tutorial Assistance

Tutorial assistance for specific programs may be available on each campus on an individual basis. Arrangements should be made with the child’s teacher.

Communications

Distribution of Published Materials or Documents

Literature not sponsored by LTISD or by a LTISD-affiliated school-support organization shall not be distributed on any District premises, except in accordance with Board Policies FNA (Local) and GKDA (Local). Such nonschool literature must be submitted to the principal (for campus distribution on a campus) or the Director of Community Programs (for distribution at another district facility).

Newsletters

District and campus newsletters are periodically sent home with students to report school news. Parents are encouraged to subscribe to the District’s e-news serve, Constant Contact, at the LTISD web site at www.ltidschools.org.

Parent-Teacher Conference

Parent-teacher conferences are conducted to develop a better understanding between the home and the school for the benefit of the child. Parents may schedule a conference by calling the teacher at the school for an appointment. Since teachers are involved with instruction the majority of the day, phone calls will be returned during their conference time, after school, or at their earliest convenience.

Telephone Use

Students may use the school telephone only in unusual circumstances after obtaining permission from school personnel. Only emergency telephone messages will be delivered to students in class. The telephones at school are for business and emergency use only. If a child is ill, an adult will place a call to the parent. Students need to make prior arrangements for social occasions and cannot use the business telephones for making arrangements.

Emergency/Crisis Communication

Should weather conditions require schools to be closed or to open late, notice will be broadcast over major radio and TV stations. Please tune in to these stations rather than calling the school district office or school for information. KVET 98.1FM, KLBJ 590AM, KVUE-24 (ABC), KTBC-7 (FOX), and KXAN-36 (NBC) and KEYE-42 (CBS). You may also receive updated information by viewing our district’s website www.ltidschools.org.

Additionally, in the event of a district-wide emergency or crisis, news and other critical information maybe sent to parents via a pre-recorded message using the Districts Parent Notification System.

General Information

Audio/Video

A child may be videotaped/audio taped by the school for the purposes of safety, including the maintenance of order and discipline in common areas of the school or on the school buses, for co-curricular, extracurricular, or classroom activities. If other audiotapes or videotapes are to be made, parental permission will be obtained. Video surveillance cameras may be in use in District facilities and on buses to help ensure the safety of the students.

Backpacks/Book Bags

Carrying backpacks/bookbags is considered a privilege and may be revoked. The principal may require that bags be stored in the student's locker, classroom, or other storage facility and not be used for carrying books and/or school supplies between classes. **Rolling backpacks are strongly discouraged.**

Cell Phones, Cameras, and Other Electronic Devices

Students are not permitted to possess such items as radios, CD players, video or audio recorders, MP3 players, camcorders, DVD players, cameras, games or other electronic at school, unless prior permission has been obtained from the principal. Without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

For safety purposes, the district permits students to possess cell phones; however, cell phones must remain turned off and stored away during the instructional day, including during all testing. The use of cell phones in locker rooms or restroom areas at any time while at school or at a school-related or school-sponsored event is strictly prohibited.

Any disciplinary action will be in accordance with the **Student Code of Conduct** and may include confiscation of the device. The school may charge the owner for the release of certain telecommunications devices [See policy FNCE.]

Child Abuse Reporting

Any person who has cause to suspect that a child's physical or mental health or welfare has been or may be adversely affected by abuse or neglect shall make such reports as required by law to Children's Protective Services at 1-800-252-5400, or www.txabusehotline.org. Additional information and resources regarding Child Abuse and Neglect can be accessed at the Child Welfare Information Gateway (<http://www.childwelfare.gov/can/>). Included on this web site is a directory listing toll-free numbers maintained by various crisis organizations.

Computer Use/Internet Access

A student will be permitted to use District computers and to appropriately access the Internet only if the student and/or the parent sign the form acknowledging the District's Computer Acceptable Use Policy. All student computer use shall be in accordance with District policy and teacher directives. Inappropriate use or abuse of District computers and/or the Internet will result in denial or restriction of the privilege to use the District's computers and possible further disciplinary action in accordance with the Student Code of Conduct. **(See Exhibit C)**

Counseling

The elementary counselor is available to teachers, students and parents for consultations and conferences on a student's academic, social and emotional progress. Referrals to the counselor may be made by teachers, students and parents. Counselors provide guidance lessons to classes and may see students for varying lengths of time, either individually or in groups. Counseling services are not intended to provide ongoing psychological therapy; however, counselors have information available to assist with referrals to community psychologists and other services for therapy and will continue to monitor progress upon parent request.

Credit by Exam (If a Student has Taken the Course)

A student who has previously taken a course of subject-but did not receive credit for it-may, in circumstances determined by the teacher, counselor, principal, or attendance committee, be permitted to earn credit by passing an exam on the essential knowledge and silks defined for that course or subject. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, homeschooling, correspondence courses, or independent study supervised by a teacher.

A counselor or principal would determine if the student could take an exam for this purpose. If approval is granted, the student must score at least 70 on the exam to receive credit for the course or subject.

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

A student may not use this exam, however, to regain eligibility to participate in extracurricular activities.
[For further information, see the counselor and policies EEJA.]

Credit by Exam – If a Student has Not Taken the Course

A student will be permitted to take an exam to earn credit for an academic course for which the student has had not prior instruction. The dates on which exams are scheduled during the 2009-2010 school year include:

A student will earn credit with a passing score of a least 90 on the exam.

If a student plans to take an exam, the student (or parent) must register with the principal no later than 30 days prior to the scheduled testing date.

Psychological Exams, Tests, or Treatment

The school will not conduct a psychological examination, test, or treatment without first obtaining the parent's written consent. Parental consent is not necessary when a psychological examination, test, or treatment is required by state or federal law for special education purposes or by the Texas Education Agency for child abuse investigations and reports.
[For more information, refer to FFE(LEGAL) and FFG(EXHIBIT).]

Discipline Management Philosophy

The Lake Travis Independent School District will provide a positive learning environment for students both during the school day and at school-related functions. School personnel are to guide students to become individuals who consider all issues, analyze differences, comprehend choices, and reach decisions through thoughtful reasoning. Students should also exhibit responsible citizenship and strive for excellence within the school setting as preparations for lifetime success. In order to help students become self-motivated and self-disciplined life-long learners, school personnel are encouraged to respond to student success with positive reinforcement. Such techniques may include verbal reinforcement, recognition of success to peers, informing parents of student successes, and recognition of success by other teachers and/or administrators.

LTISD believes that parents are an integral part of students' success in school. Throughout this plan, "parent" includes legal guardians or other persons having lawful control of the student. Use of law enforcement authorities and/or judicial proceedings may also be necessary to assist school personnel in maintaining a school environment conducive to learning.

A variety of discipline management techniques will be administered to students who choose to violate the District's Code of Conduct. In general, discipline penalties increase according to the severity or persistence of misconduct. When administering discipline, school personnel shall adhere to the following guidelines:

- Discipline shall be administered when necessary to protect students, school employees, or property, and maintain essential order and discipline.
- Students shall be treated fairly and equitably.
- Discipline shall be based on careful assessment of the circumstances of each case. Factors to consider shall include seriousness of the offense, student's age, frequency of misconduct, student's attitude, and potential effect on the misconduct of the school environment.
- Scholastic penalties will not be imposed for disciplinary action with the exception of cases involving cheating or plagiarism. Suspensions and/or expulsions are subject to grade adjustments as well.

The classroom teacher can successfully manage many behaviors. There will be immediate and consistent intervention of any behavior that impedes orderly classroom procedures or interferes with the orderly operation of the school.

Some infractions will result in a referral to an administrator. The disciplinary action will depend upon the offense, previous actions, and the seriousness of this misbehavior. Disciplinary actions taken by an administrator will be based on the

guidelines stated in the Student Code of Conduct. Actions will reflect the needs of the student as well as the need of the school to ensure a safe, orderly learning environment for all students.

Discrimination, Harassment, Retaliation

The district believes that all students learn best in an environment free from dating violence, discrimination, harassment, and retaliation and that their welfare is best served when they are free from this prohibited conduct while attending school. Students are expected to treat other students and district employees with courtesy and respect; to avoid behaviors known to be offensive; and to stop those behaviors when asked or told to stop. District employees are expected to treat students with courtesy and respect.

The board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person's race, color, religion, gender, national origin, disability, or any other basis prohibited by law. [See policy FFH]

Discrimination

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

Harassment

Harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects the student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance. A copy of the district's policy is available in the office of the General Counsel and the districts web site, www.ltidschools.org.

Examples of harassment may include, but are not limited to, offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening or intimidating conduct; offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

Sexual Harassment

Sexual harassment of a student by an employee or volunteer does not include necessary or permissible physical contact not reasonably construed as sexual in nature. However, romantic and other inappropriate social relationships, as well as all sexual relationships, between students and district employees are prohibited, even if consensual.

Examples of prohibited sexual harassment may include, but not be limited to, touching private body parts or coercing physical contact that is sexual in nature; sexual advances; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.

Retaliation

Retaliation of a student occurs when a student receives threats from another student or an employee or when an employee imposes an unjustified punishment or unwarranted grade reduction. Retaliation does not include petty slights and annoyances from other students or negative comments from a teacher that are justified by a student's poor academic performance in the classroom.

Retaliation against a person who makes a good faith report of discrimination or harassment, including dating violence, is prohibited. Retaliation against a person who is participating in an investigation of alleged discrimination or harassment is also prohibited. A person who makes a false claim or offers false statements or refuses to cooperate with a district investigation, however, may be subject to appropriate discipline.

Reporting Procedures

Any student who believes that he or she has experienced dating violence, discrimination, harassment, or retaliation should immediately report the problem to a teacher, counselor, principal, or other district employee. The report may be made by the student's parent. See policy FFH(LOCAL) for the appropriate districts officials to whom to make a report.

Investigation of Report

To the extent possible, the district will respect the privacy of the student; however, limited disclosures may be necessary to conduct a thorough investigation and to comply with law. Allegations of prohibited conduct, which includes dating

violence, discrimination, harassment, and retaliation, will be promptly investigated. The district will notify the parents of any student alleged to have experienced prohibited conduct by an adult associated with the district.

In the event prohibited conduct involves another student, the district will notify the parents of the student alleged to have experienced the prohibited conduct when the allegations, if proven, would constitute a violation as defined by policy.

If the district's investigation indicates that prohibited conduct occurred, appropriate disciplinary or corrective action will be taken to address the conduct. The district may take disciplinary action even if the conduct that is the subject of the complaint was not unlawful.

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

Dress Code

Students shall be dressed and groomed in a manner that is clean and neat and that will not be a health or safety hazard to themselves or others. The District prohibits any clothing or grooming that in the principal's judgment may reasonably be expected to cause disruptions of or interference with normal school operations.

1. Neatness and cleanliness in keeping with gender, maturity, good grooming, and acceptable social norms are required by each student. State law and school board policy require that shoes will be worn at all times. **"Wheelies" or shoes with wheels on the soles are prohibited.** The administration reserves the right to contact the student's parents if the clothing worn is dangerous to participation in classes or is excessively distracting.
2. Students and parents are asked to use good judgment dressing in a manner that will encourage appropriate classroom behavior and help to support a positive learning environment. Hair should be groomed and shades of un-natural coloring shall be prohibited. Students will not wear garments so revealing or in such state of disrepair as to be a distraction. Make-up for elementary age girls is not appropriate.
3. Bare midriffs, strapless or backless outfits, beach wear, spandex, biker or short shorts, muscle shirts, baggy pants, baggy shorts, trench coats or dusters are not allowed. Clothing that advertises, condones, depicts, or promotes gang affiliations, the use of alcohol, tobacco, controlled substances, illegal drugs, or expresses obscenity, is considered inappropriate. Minimum length of shorts should be to fingertips.
4. Jewelry (including, but not exclusive of earrings) is subject to state regulation due to safety concerns. No chains or chained wallets.
5. No hats will be allowed on campus except for special celebration days announced by campus staff or with principal approval.

Emergency Drills

Lake Travis ISD conducts **fire, tornado, evacuation, lock-down**, and other emergency drills designed to assure the orderly movement of students and personnel to the safest areas available. Even though these drills are almost always for practice, it is very important for students and teachers to treat them seriously. Maps and instructions are posted in each classroom. Each teacher will explain these in class and regular practice drills will occur. Staying quiet and paying close attention to instructions during drills is mandatory. When the alarm is sounded, students must follow the direction of teachers or administrators quickly, quietly, and in an orderly manner. In the event of a campus emergency, students will either be instructed to remain in their room (lock down), proceed with tornado procedure, or evacuate the building for fire or emergency.

Emergency Evacuation Procedure/Fire Drill

Emergency evacuation procedure will be used any time that remaining in the building might pose a danger to students. Examples: **fire, bomb threats, environmental/toxic disasters.** The purpose of an emergency evacuation is to remove students from the building and to safety as quickly as possible. In the event that an evacuation is necessary, instructions will be given to evacuate the building. Students should line up and proceed in an orderly manner to the designated area. The teacher should insure that all students are accounted for and bring an attendance strip with them, if possible. Students should remain at these locations and quiet until further instructions are given. Once at the designated location, students should remain lined up by teacher in class order for a quick accounting of all students and to facilitate a bus evacuation if necessary.

Lock-Down Procedure

Emergency lock-down will occur for the following: unauthorized/hostile person(s) on campus, catastrophic injury or accident, or any other situation requiring students to remain in the safety of the classroom. In the event of a lock-down drill, the teacher should immediately lock the door and have the students remain seated and away from the windows. The teacher will take roll immediately and account for any missing students. Students in library or computer labs should remain with the instructor. Students in hallway or restroom should proceed to the nearest available classroom until “all-clear” announcement is given.

Tornado Drill

In the event of a tornado emergency, students will be given instructions over the P.A. system. Avoid cabinets with glass exteriors. When necessary, students will take a defense position “duck and cover” (students on knees in a fetal position with hands over their exposed head and neck). An “all clear” announcement will be made when it is safe to resume normal activity.

Emergency Medical Treatment

Parents will complete an emergency medical form each year that includes a place for parental consent for school officials to request medical treatment for the student, as provided by law, as well as other emergency information. Parents will also be asked to supply other information that could be required in case of an emergency. Parents should update this information as often as necessary and should notify the school of changes in home or work telephone numbers and persons to contact in the event of an emergency.

Extended Care

As a service to working parents in our community, the District offers an Extended Care Program for students in grades K – 5. The hours of operation are from 2:45 – 6:00 pm on each regular school day. The Extended Care fee is due on the first school day of every month, with childcare services beginning the first day of school. **(Forms will be available through the first Tuesday Folder.)**

Field Trips

Field trips are an extension of the classroom instruction. **Students participating in a field trip must ride the LTISD-provided buses to and from the scheduled field trip unless they receive prior approval from the campus principal in accordance with LTISD policy [FMG (Local)].** Children who are not students may not be included in field trips. Under extenuating circumstances, a parent may need to take his/her student directly from the field trip. A note must be provided to the principal prior to the field trip for approval. The note must state the reason the parent wishes to leave with the student directly from the field trip.

If a parent has a serious objection to the field trip experience, he/she must meet with the principal, who will provide an alternate education experience for the child. It is important that the child attend school even if not attending the field trip experience.

Insurance

The school does not carry insurance for personal injury or personal property loss or damage. The school district offers parents an opportunity to purchase a student accident insurance policy directly from an insurance company. The campus office staff can assist parents with procedures related to student insurance, but the school acts only as a service agent, receives no remuneration, and is not responsible for the claims resulting from injuries. The school will furnish claims applications for those students enrolled in the program who are injured. **(Information sent through Tuesday Folder)**

Invitations

Invitations to outside student parties may only be handed out at school if **all** class members receive an invitation.

Law Enforcement Agencies

Questioning of Students

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal will cooperate fully regarding the conditions of the interview, if the questioning or interview is part of a child abuse investigation. In other circumstances:

- The principal will verify and record the identity of the officer or other authority and ask for an explanation of the need to question or interview the student at school.

- The principal ordinarily will make reasonable efforts to notify the parents unless the interviewer raises what the principal considers to be a valid objection.
- The principal will be present unless the interviewer raises what the principal considers to be a valid objection.

Students Taken Into Custody

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

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

Before a student is released to a law enforcement officer or other legally authorized person, the principal will verify the officer’s identity and, to the best of his or her ability, will verify the official’s authority to take custody of the student. The principal will immediately notify the superintendent and will ordinarily attempt to notify the parent unless the officer or other authorized person raises what the principal considers to be a valid objection to notifying the parents. Because the principal does not have the authority to prevent or delay a student’s release to a law enforcement officer, any notification will most likely be after the fact.

Notification of Law Violations

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been arrested or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors.

[For further information, see policy GRA(LEGAL).]

Library

Our school library hours are 7:45 am to 3:00 pm. Our books are for the use of our students and our teachers. The student is responsible for any lost or defaced books. Library books must be paid for if damaged or lost and all library books must be turned in before final report cards are issued or before a student withdraws from school. Payment for a library book will be refunded if the undamaged book is found by the end of the school year.

Lost & Found

All clothing, lunch sacks, kits, and other personal items should be labeled with the child’s name so that an item can be returned to the student if it is found. Articles that have been found are to be turned in to the school office. Unidentified items will be placed in the lost-and-found area in each school. Unclaimed articles will be given periodically to a charitable organization.

PE Nonparticipation

A written excuse is required if a child is not to participate in physical education. If a child is excused from physical education participation, **he/she will also be excused from recess.**

Parties

Class parties will correspond with the Winter Holiday, Valentine’s Day, and the End of School. All grade levels will have the class parties on the same day. These parties should be planned for an hour during the day. They will be coordinated through the homeroom teacher or the room parent. Parties are planned for the students in the classes to enjoy their

classmates and teacher. Parents and guardians are welcome to attend parties as planned by the homeroom teacher and the room parent. **No siblings may attend parties.**

Pets

It is very important that parents plan with the teacher before a child brings a pet to school. With prior arrangements made with the teacher, parents may bring safe pets for a onetime “show and tell” period and then take them home. Pets must be kept in a box or cage or on a leash. Pets are not allowed on a school bus at any time.

Pledges to the U.S. and Texas Flags

During each school day and at all school assemblies, contests or public meetings, the Pledge of Allegiance and/or the Star Spangled Banner will be said or played, followed by the Salute to the Texas flag. Students objecting to participation in such activities on the basis of religious beliefs or nationality are not required to participate and will remain silent during the activities. While no student may be required to participate, they may be asked to stand. We will recognize a minute of silence each day after the recitation of the Pledge.

Releasing Students from School

Because class time is important, doctor’s appointments should be scheduled, if possible, at times when the student will not miss instructional time.

A student who will need to leave school during the day must bring a note from his or her parent that morning and follow the campus sign-out procedures before leaving the campus. The note should include the following:

- Name of child
- Reason for leaving school
- Date and Time to be dismissed
- Parent signature

Parents must come into the front office of the school and sign the student out.

A student will not be released from school at times other than at the end of the school day the procedures are followed. Principals may grant exceptions in the act of extreme extenuating circumstances.

If a student becomes ill during the school day, the student should receive permission from the teacher before reporting to the school nurse. The nurse will decide whether or not the student should be sent home and will notify the student’s parent.

The principal or school staff will not release a child to anyone without consent of the parent. In the case where a court or judge has awarded custody of the child to one parent, the child is not to be released to the other parent without the consent of the parent who has legal custody.

Resolving Parent and Student Conflicts

Parents are encouraged to discuss problems or complaints with teachers or the appropriate administrator at any time. Parents and students with complaints that cannot be resolved to their satisfaction should be directed to the campus principal. The formal complaint process (see Board Policy FNG [Local]) provides parents and students with an opportunity to be heard up to the highest level of management if they are dissatisfied with a principal’s response.

Searches

In the interest of promoting student safety and attempting to ensure that schools are safe and drug free, district officials may from time to time conduct searches. Such searches are conducted without a warrant and as permitted by law.

Students’ Desks, Lockers, Cubbies and other Storage Areas

Students’ desks, lockers, cubbies and other storage areas are school property and remain under the control and jurisdiction of the school even when assigned to an individual student.

Students are fully responsible for the security and contents of their assigned desks and cubbies.

Searches of desks or cubbies may be conducted at any time there is reasonable cause to believe that they contain articles or materials prohibited by policy, whether or not a student is present.

The parent will be notified if any prohibited items are found in the student's desk or cubbies.

Skateboards and Rollerblades

Skateboards and roller blades are not permitted on the campus at any time unless used in a class. These items will be confiscated and may not be returned until the end of the school year.

Student Safety

Parents should advise their children of many common safety tips, such as looking both ways before crossing a street. Children should be informed of possible dangers that might arise by accepting propositions or gifts from strangers. Children should be advised not to carry sharp instruments to school.

Other tips for students for safety at school include:

- walk in the halls
- keep hands and feet to themselves
- keep desk and chair flat on the floor
- observe playground rules
- stay on the school grounds until dismissed

Textbooks

District and state textbooks and other instructional materials (i.e. calculators, cameras, etc. in the secondary schools) are issued/checked out to students for their use while enrolled in the District. Materials are checked out to students by their subject level teacher. Students are responsible for returning all materials and textbooks issued to them. Textbooks and materials must be paid for if damaged or lost and all textbooks and materials must be turned in before final report cards are issued or before a student withdraws.

Student responsibilities for textbooks/instructional materials/equipment:

- Textbooks must be kept covered at all times and instructional materials and equipment must be appropriately secured.
- Textbooks, instructional materials, and equipment must be maintained in the same condition as issued.
- Replacement cost is charged for lost or defaced textbooks, lost or damaged materials, and lost or damaged equipment issued to students.
- Fines are assessed for damage to textbooks, instructional materials, and equipment.

Fines

Fines collected for abused textbooks are retained by the campus and deposited into the textbook activity fund to cover the cost of uncollectible lost books. Campus administrators are encouraged to use good judgment when levying fines – if marks are minor and can be easily erased, please encourage the students to do so.

The following fine schedule is recommended:

Ink or Pencil markings	\$1 per page
Marking on edge	25%
Torn pages	25%
Loose bindings	50%
Minor water damage	50%
Missing pages	100%
Obscenities – drawn or written	100%
Other damages that prevent reissue	100%

If charges for the damage to a textbook exceed 50% of the cost of the book, then the book is to be considered destroyed and full price will be assessed.

Fines paid on textbooks should be noted on the inside cover.

Any textbook that has been paid for in full by the student becomes the property of the student.

- Textbooks, instructional materials, and equipment issued to students must be made available for classroom checks. If these items are not available, they will be treated as lost.
- Textbooks and other materials must not be loaned or shared.
- Replacement textbooks and replacement materials or equipment will not be issued until charges are cleared (one must be provided for classroom use). Refund claims and returning of textbooks must be completed within 5 working days after school concludes for that school year.
- Should the lost textbook or other instructional material be found, the payment for the lost item will be refunded by school check. Refund claims must be completed within 5 working days after school concludes for that school year.

Waiver or Fees

Upon receipt by the District of reliable proof that a student and his or her parent or guardian are unable to pay a fee or deposit required by the school, such fee or deposit shall be waived. Such student and his or her parent or guardian must present evidence of their inability to pay to the appropriate principal who shall determine eligibility for a fee waiver.

Walkers & Bicycle Riders

Parents of walkers and bicycle riders are urged to teach their children the following safety rules:

- Ride single file with the traffic
- Do not ride double
- Walk single file against the flow of traffic
- Wear helmets when riding bicycles
- Walk bike while on school property and across cross walks
- No skate boards or rollerblades

Bicycles should be locked when parked on the school grounds as a security precaution. It is helpful for parents to put an ID number on their child's bicycle.

Visitors

Parent visits to individual classrooms during instructional time shall be permitted only with a principal's or assistant principal's approval of such visits shall not be permitted if their duration or frequency interferes with the delivery of instruction or disrupts the normal school environment. Those visits can be more beneficial for everyone if the following guidelines are observed:

- Please call in advance to schedule a visit to ensure that the visit does not conflict with testing, supervision responsibilities or some other scheduled activity.
- **Please check in at the school office to obtain a visitor's badge. Your driver's license must be scanned through the Raptor Technologies software system.**
- **Please make other arrangements for pre-school children rather than bringing them for the visit. The school does not have childcare facilities, and the activities of pre-schoolers distract students, teachers and parents.**
- There are no provisions for school-age friends or relatives of District students to visit Lake Travis ISD schools.
- Visitors shall limit their interaction with other students in dealing with negative situations. All parents are directed to report problems to the teacher, staff, and/or campus administration in lieu of personal intervention.
- Refrain from going to the classroom at the beginning of the day and at the end of the day.

Health Care Information

Clinic

The school nurse provides health care for children who become ill or injured at school. A parent or guardian should discuss special health needs of his/her student with the school nurse. Students in kindergarten and grades 1, 3, 5 and 7 shall be screened for vision and hearing problems annually at any time during the reporting year prior to May 31st.

The Texas-Mexico Border Health Coordination Office of the University of Texas-Pan American has administered an acanthosis nigricans screening program. The Office requires that acanthosis nigricans screening be performed at the same time hearing and vision screening or spinal screening is performed for grades 1, 3 and 5.

If the student needs to go home due to sudden illness or injury, the nurse or assistant principal will contact the parent, guardian, or emergency contact person. Please continue to provide the school nurse with all current phone numbers. In the event of a serious medical emergency, the parent or guardian will be notified, and the student may be transported to the nearest hospital.

All accidents occurring at school and requiring the services of a physician and/or an absence from school must be reported to the clinic the day of the accident. Accident reports are completed by the nurse. Parents are encouraged to take advantage of student insurance offered because the **District, by law, is not authorized to pay for student medical treatment.**

Communicable Diseases

Parents of students with a communicable (contagious) disease or infestation are asked to telephone the school nurse or principal so that other students who have been exposed to the disease can be alerted, as permitted by law. Students are not allowed to come to school until the disease is no longer contagious. To ensure good health, when it is determined at school that a child has a contagious disease, the parent will be contacted and asked to pick up the child.

The following table lists the most common communicable diseases and infestations, the incubation period of each, and the requirements for readmission to school:

Condition & Incubation Period	Readmission Criteria
*Chicken Pox 2-3 weeks	Exclude from school until temperature is normal and all blisters have crusted over (usually 7 to 10 days). Must be checked by nurse before readmission to class. Varicella (chicken pox) vaccine is now available.
Common Cold 1-3 days	Exclude from school until free of fever (see Fever)
Fifth Disease 4-20 days	Exclude from school until free of fever and non-infectious according to a physician's written statement.
*Infectious Hepatitis 15-50 days	Notify the school as soon as a physician confirms diagnosis. Exclude until no fever no jaundice, and non-infectious according to a physician's written statement.
Impetigo	Exclude until under treatment and/or until noninfectious according to a physician's written statement.
Lice	Exclude until one medicated shampoo or lotion treatment has been given. May not ride school bus or attend classes until treated.
*Measles 7-14 days	Exclude when symptoms develop and for four days after appearance of rash. In an outbreak, an unimmunized child should also be excluded for at least two weeks after last rash onset occurs. Physician's statement required.
*Mumps 12-25 days	Exclude from school until 9 days from the onset of swelling.
Pink Eye (Conjunctivitis) 1-3 days	Exclude until eye is clear or non-infectious according to a physician's written statement.
Ringworm of the Body 4-10 days	Treatment is recommended. Keep lesions covered.
Ringworm of the Scalp 10-21 days	May attend school provided child is under treatment of a physician.

Streptococcal Infection
1-3 days

Exclude until released by a physician or 24 hours after antibiotic treatment has begun and fever subsides.

Scabies
1st infection – 2-6 weeks
Repeat infections – 1-4 days

Exclude until physician's written statement certifies the child has been properly treated and can be readmitted to school

*Diseases that must be reported to the Travis County Health Department by the school nurse.

Diabetes

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

Fever

Students with a temperature of 100° F. or above must not be sent to school. Students who come to the clinic during the school day and have a temperature of 100° F. or above will be sent home. **Students who become ill with a fever or vomiting will not be allowed to ride the bus home.** Parents will be contacted to pick up their child. **Students should be fever free for 24 hours without the aid of an antipyretic (acetaminophen, including the brand name Tylenol; ibuprofen, including the brand names Advil, Motrin; naproxen, including the brand name Aleve, etc.) before returning to school.**

Medication

The term medication includes both non-prescription and prescription medicines. All medications will be kept in a secure manner in the clinic and refrigerated if necessary. The clinic does not provide any medication, including Tylenol or aspirin. The student's personal medications are dispensed by the school nurse or trained designee at the written request of a student's parent or legal guardian. **Medicine Release** forms are available from the school nurse. Some medications may require a physician's authorization, which is required annually in treatment of long-term medication administration as in asthma, diabetes, chronic infections, ADD, controlled medicines, and over-the-counter medicines given in doses that exceed label directions or that are given daily for more than two weeks. The school nurse will notify you if a physician's authorization is necessary. If over-the-counter medication does not have the dosage listed on the original container for the age of the child, a note of instruction must accompany it from the student's treating physician or dentist.

Prescription and non-prescription medication must be brought to school and picked up by the parent/guardian, not the student. Failure to comply with this requirement may result in a disciplinary action for your child.

The medication must be in the original container. **Medication sent in baggies or unlabeled containers will not be given.** If the medication is manufactured and/or dispensed outside of the United States, authorization for use and written instructions providing the necessary information for administration must be submitted to the school nurse by a physician licensed to practice medicine in one of the states of the United States.

Medication taken home over the weekends and/or holidays must be returned in the original container by the parent/guardian to the nurse before school reconvenes. The parent or guardian must pick up any medication remaining in the clinic at the end of the school year; otherwise it will be disposed.

Physical Activity for Students in Elementary School

In accordance with policy at EHAB, the district will ensure that students in kindergarten through grade 5 engage in moderate or vigorous physical activity for at least 30 minutes per day or 135 minutes per week.

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

Prescription Medication

- Must show the student's name, the drug contained therein, dosage requirements, and the prescribing practitioner's name. The pharmacy may be able to supply two (2) labeled bottles-one for the school and one for home.

- Labels must be on the immediate medicine container (for example, inhaler). If the bottle or tube is too small for a full label, it must be labeled with the student name and prescription number, with the full label on the outer box or container.
- Must be legally prescribed and authorized by a duly licensed practitioner, such as physician or dentist.
- Must be prescribed specifically for that student.
- Must be a current prescription that is being given within the time frame ordered by the doctor or dentist.
- Must not have expired in strength.
- Must have a physician’s authorization for changes in dosage or time administration.

A letter authorizing their use by the student from the physician providing samples must accompany samples of prescription medicine. **Vitamins, herbal preparations or health food supplements will not be administered by Lake Travis ISD nurses or employees.**

Self-Administration of Asthma Medicine

A student with asthma may possess and self-administer prescription asthma medicine while on school property or at a school-related event or activity if:

1. The medicine has been prescribed for that student as indicated by the prescription label on the medicine;
2. The self-administration is done in compliance with the prescription or written instructions from the student’s physician or other licensed health care provider; and
3. A parent of the student provides to the school:
 - a. Written authorization, signed by the parent, for the student to self-administer the medicine while on school property or at a school-related event or activity; and
 - b. A written statement, signed by the student’s physician or other licensed health care provider, that states:
 4. That the student has asthma and is capable of self-administering the medicine;
 5. The name and purpose of the medicine;
 6. The prescribed dosage for the medicine;
 7. The times at which or circumstances under which the medicine may be administered; and
 8. The period for which the medicine is prescribed

Self-Administration of Medication for Severe Allergies

Students with severe allergies may carry their epi pens with written permission from their doctor stating that the student may self-administer. Permission slips will be kept on file in the Nurse’s Office.

Tobacco Prohibited

The district and its staff strictly enforce prohibitions against the use of tobacco products by students and others on school property and at school-sponsored and school-related activities. [See the **Student Code of Conduct** and policies at FNCD and GKA.]

School Organization

Extra-Curricular Activities

Various student organizations are available at the elementary schools. Students may be selected for Student Council or Safety Patrol and several schools offer such activities as choir, jump rope clubs, book club, sports clubs, chess, and computer clubs. Participation in extra-curricular activities is a privilege, not a right. Sponsors of extra-curricular activities may establish standards of behavior and consequences for misbehavior that are stricter than those for students in general

Statement of Philosophy

LTISD Extracurricular Programs

Any school district, worthy of the confidence and investment of its community, must reflect authenticity in its educational priorities. Simply stated, this means that our academic programs must hold first priority as we direct the energy, focus and resources of the district on behalf of our students. On occasion, schools are criticized for overemphasizing extracurricular programs—and in some cases the criticism is legitimate. However, most often, extra-curricular programs receive much more media attention than a school system’s academic programs that may be equally successful, thus creating conditions for misperception. So, what is the Lake Travis ISD’s philosophy on extracurricular programs, and specifically, what emphasis and support do they deserve?

The District knows well—through day-to-day experience and research to back it up, that students who are involved in extracurricular activities are generally: 1) more successful academically; 2) more engaged in the broader educational experiences of their school; and 3) learn to invest their own time, talents and energy on behalf of endeavors that require sacrifice, discipline and teamwork—all beneficial lifelong values. Simply stated, academic and extracurricular programs are not mutually exclusive. Yes, academics must have first priority, but both programs can and should complement each other. When the proper balance and relationship between the two exists, wonderful things can happen for students.

Lake Travis ISD is fortunate to be able to offer a variety of extracurricular programs, each with unique characteristics—and each committed to the highest ideals and standards of educational value to the students they serve. LTISD extracurricular programs will be viable, healthy, relevant and successful in direct proportion to the commitment of LTISD staff, parents and community to participate consistently within the following context:

As a sponsor, coach, director, booster, parent, administrator, counselor, support staff or community member directly involved or associated with one or more extracurricular programs in LTISD:

I will consider the physical, mental and emotional well-being of each student to be my first priority and I will defer to this priority when considering the implication for the short, mid and long-term success of the program. Students are people first, rightly possessing an inherent expectation that they be treated fairly, with dignity and in a manner that reflects personal and professional integrity by the adults in their lives.

I am in a service role. I am here because of the student participants; they are not here because of me. As such, I must reflect through actions, words and attitude that I am serving them through a passion I have for the extracurricular program with which I am associated.

No individual is bigger than the program. Simply stated, without exception, my interests take second place to the overarching interest and health of the extracurricular program.

My association with the program honors the true purpose of the program and advances the educational commitments of the school and the school system. My actions, attitudes and behaviors support the philosophy, values and character of the school district and reflect with clarity that I do not distract from or work in opposition to the greater mission of the district. My association with the program provides opportunities for me to build strong, lasting relationships with many people—and especially my colleagues in the profession and/or the volunteers with whom I associate. At times this will require me to teach, mentor and guide—at other times I must be willing to learn, grow and follow.

I will commit to excellence in my assignment. I will devote my time, energy and intellect to being an exemplary role model for the young people with whom I am entrusted. As an employee I will strive to grow in my professional expertise so that I am a powerful, positive contributor to the success of the program. If not an employee, I will reflect honor, service and integrity in my parent or volunteer efforts on behalf of the program, and the District to whom they belong.

PTA/PTO

Parent-Teacher Associations (PTA) and Parent-Teacher Organizations (PTO) function to support the students, staff, and school programs. These independent organizations have memberships and elected officers. Periodic meetings are held for the membership. Fundraising activities and paid memberships provide the organization with resources, which are expended annually for the use and benefit of the children.

Volunteers

Opportunities are available throughout the year for parents or interested community members to assist with many aspects of the school program as part of the volunteer program. Parents and community members are encouraged to volunteer in the library as room mothers/fathers and as classroom helpers. School activities, parties, and field trips are for **enrolled students only**. Adults are welcome to help with these special events at the teachers' request. It is recommended to limit volunteers in the classroom during instructional time to 2 adults with teacher approval.

Since special events are planned as extensions of students' learning, children who are not students may not be included in field trips, class parties, and class activities. However, non-student siblings of a student accompanied by their parent are welcome to eat lunch with a student.

Parents are encouraged to participate in organized volunteer activities while considering the well-being and need for their child's independent socialization.

Volunteers are asked not to bring children who are not students during their volunteer time at school.

Student Records

Both federal and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students certain rights. For purposes of student records, an “eligible” student is one who is 18 or older OR who is attending an institution of postsecondary education.

Virtually all information pertaining to student performance, including grades, test results, and disciplinary records, is considered confidential educational records. Such records may be disclosed only to: parents; District staff members who have a legitimate educational interest; various governmental agencies; individuals granted access in response to a subpoena or court order; or a school or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she subsequently enrolls.

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

The principal is custodian of all records for currently enrolled and former students at the assigned school.

Directory Information

The law permits the district to designate certain personal information about students as “directory information.” This “directory information” will be released to anyone who follows procedures for requesting it.

However, release of a student’s directory information may be prevented by the parent or an eligible student. This objection must be made in writing to the principal within ten school days of your child’s first day of instruction for this school year or by submitting the completed Denial of Release of Student Directory Information form located in Exhibit B.

Emergency Information

It is extremely important in case of an emergency at school that student records be accurate. Students or parents must update records with the school Attendance Clerk when there is any change in address, home or work phone, guardianship, or a student’s name. A legal document must be submitted for a student name change, i.e., birth certificate, court order. If a child becomes ill at school or is injured, the school will notify the parent and take appropriate first aid action. A name of an individual and telephone number to be contacted, in the event the parent cannot be reached, must be provided at the time of registration.

It is also important that the school knows of any physical impairment, such as hearing defects, vision problems, allergies, or of physical or emotional conditions, which may require medication or special attention.

Under normal circumstances, students will not be released from school to anyone other than the parent or guardian indicated on the registration form without written permission from the parent. In an emergency, the student may be released to the person indicated on the registration form as the emergency contact person. Proof of identification will be required from person(s) picking up a student from school.

Parent Custody of Children

The Lake Travis ISD strongly encourages parents to resolve custody issues without involvement of the school and without using the school as a forum to circumvent custody agreements. In the event of dispute about access to children at school, the Lake Travis ISD will follow the terms of the most recent signed custody order, requirements of the Family Code (permitting both custodial parents to attend school events such as open house or student performances), and requirements of the Education Code (permitting access to records and administrators).

School Services

Bus Transportation

The responsibility and goal of the transportation department of Lake Travis Independent School District is to provide safe, economic transportation for all students to and from school. The district provides school bus transportation for all students

who live in the district, except those areas deemed exempt by the Board of Trustees. This service is provided at no cost to students. Parents can check bus routes, stops, and schedules by visiting the district website at www.ltidschools.org. Students shall observe the following school bus rules of conduct in addition to all the rules indicated in the Student Code of Conduct and this handbook. Any violation of these rules can result in disciplinary consequences, including student's suspension from the bus or exclusion from riding the bus.

Lake Travis ISD school buses are equipped with video surveillance cameras for the purpose of safety, including the maintenance of order or discipline on the school bus.

Bus safety and discipline issues are managed collaboratively with the Director of Transportation and the campus administrators. Any questions or concerns referencing student safety or discipline should be addressed to the campus administrator first.

General Rules

1. The driver is in full charge of the bus and its occupants. Students must obey the driver promptly. Disobedience and disrespect will result in disciplinary consequences.
2. The driver has the authority to seat students in assigned seats and to change their assignments, as needed.
3. The possession of alcoholic beverages or illicit narcotics is prohibited.
4. The possession of a weapon/knife or any dangerous instrument is prohibited.
5. The use of obscene, profane speech or gestures is prohibited.

Rules for Loading the Bus

1. Be at the designated school bus stop on time (note: this time may vary due to circumstances beyond our control). The driver cannot wait for students who are continually late.
2. Students should wait off of the road for the bus, where possible.
3. Students are not to move toward the bus or attempt to enter the bus until the bus comes to a complete stop.
4. Students shall enter the bus only when the driver is present and has given permission.
5. Bus transfers for eligible students will only be granted in an emergency. In the event of an emergency, a student must present a rider permit to the driver from the school.

Rules for Students While on the Bus

1. While on the bus, rules for classroom conduct shall be followed, except that conversations in ordinary tones are permitted.
2. Students must load and unload from the front door only.
3. Sit down in your assigned seat as soon as you get on the bus.
4. Students must sit in their assigned seat each day. The driver may change the seating arrangement at any time, as he/she deems necessary.
5. Keep all parts of the body inside the bus and feet on the floor.
6. Treat bus equipment as you would furniture in your home. Damage to seats or other equipment must be paid for by the person(s) responsible.
7. Keep the aisle clear of books, packages, band instruments, etc.
8. Do not throw anything onto or out of the bus.
9. Do not eat or drink while on the bus (exception: students are permitted to drink water from plastic containers).
10. All students must remain seated while the bus is in motion.
11. Students shall not talk with the driver while the bus is in motion, except when necessary.
12. Students must be absolutely quiet while approaching and while stopped at a railroad crossing.
13. In the event of a road emergency, students must remain in the bus unless directed by the driver to leave the bus and then students shall follow the instructions of the driver.
14. Students must get permission from the transportation director for the use of radios and other electronic equipment while on the bus.

Rules After Unloading the Bus

1. Cross the road in front of the bus only after checking traffic and after a signal from the driver to proceed.
2. Do not attempt to reboard the bus after unloading.
3. Be alert for the danger signal from the driver.
4. The driver is not permitted to let students get off the bus at any other place than their regular bus stop unless the student receives authorization from the principal upon request of the parent. If an emergency arises and the

parent must remove the student from the bus prior to his/her regular stop, the driver must obtain the name, picture ID, relationship, address and telephone number to guarantee the safety of our students.

Rules for Extra-Curricular Trips

1. The aforementioned rules and regulations apply to any school-sponsored trip.
2. The bus driver is charged with the full responsibility for the safe operation of the bus while on extra trips and is to follow the assigned route for the trip.
3. The driver will expect the full cooperation and assistance of assigned sponsors and students.

Consequences

The bus driver is hereby authorized to issue "Bus Safety Reports" for rider violations. The following are penalties that may be invoked for serious and/or continuing misconduct in violation of established rules.

1st Notice – The driver will fill out a Parent Documentation Form and call the parents.

2nd Notice – The driver will fill out a Parent Documentation Form and a Bus conduct report. The driver will call the parents and a first letter will be sent home.

3rd Notice – The driver will fill out a Parent Documentation Form and a Bus Conduct Report. The driver will call the parents and a second letter will be sent home.

a.

4th Notice – The driver will fill out a Bus Conduct Report. The Student Management Supervisor will call the parents and the student will be suspended from the bus for 3 days.

5th Notice - The driver will fill out a Bus Conduct Report. The Student Management Supervisor will call the parents and the student will be suspended from the bus for 5 days.

6th Notice - The driver will fill out a Bus Conduct Report. The Student Management Supervisor will call the parents and the student will be suspended from the bus for 1 month.

7th Notice - The driver will fill out a Bus Conduct Report. The Student Management Supervisor will call the parents and the student will be suspended from the bus for the remainder of the year.

The Director of Transportation or his/her designee shall report each bus suspension to the campus administrator. In the event a parent believes the punishment is unjust, the parent should use the following procedure:

- a. Discuss the incident with the campus administrator for a full account of the circumstances.
- b. If the parent, after discussion with the campus administrator, is not satisfied with the results, then the parent may request a conference with the Director of Transportation and the campus administrator to resolve the matter.

Child Nutrition

The District participates in the National School Lunch and School Breakfast Programs and offers free and reduced-price meals based on a student's financial need. Applications for this Federal program can be obtained in the school office, or by contacting the LTISD Food & Nutrition Services office at 533-6037.

Lunch at the Pyramid Café offers a full traditional school lunch with all 5 components to grades K-3 in smaller portions than the older students. K-3 students have a daily choice of 3 entrees, and they must select one. Grades 4 and 5 have the same balanced selection of items, but students make the choice of which items to choose. Students have the same 3 entrée choices as the younger students, and may also choose: a hot vegetable of the day, selections from the "Fruit & Salad Station", the grain/bread selection, and the fluid milk choices, which includes a soy milk option. All menu selections meet the Texas Public School Nutrition Policy. Menus are sent home monthly, and can also be viewed from a link on the campus website.

Snacks and desserts that meet the nutrition standards are sold at a la carte prices on Mondays, Wednesdays, and Fridays. These items are not available in the regular lunch serving line, and are offered from the dessert cart in another location in the café. Snacks and desserts are sold on a 'cash only' basis and cannot be charged to the student's meal account.

Pricing: Breakfast - \$1.50 Lunch - \$2.50

We always welcome parents or grandparents who come to enjoy lunch with a student. On these occasions, we recommend that visitors either purchase lunch from the cafeteria or bring a nutritious meal from home. It's nice for the students to see that grown-ups also eat nutritious lunches. We prefer that you do not bring in soft drinks or "fast-food" lunches.

The emphasis on nutritious eating is reflected in our health curriculum and in the selection of food sold in the cafeteria. We ask that when you come to eat lunch with your child, you help us to continue to model healthy, nutritious eating. It is your presence, more than anything, that makes the occasion special for your child.

Lunch Accounts

Lunch accounts are set up for students to purchase lunch at the Pyramid Café. Money can be added to student accounts with a credit card through on-line payments at www.ltidschools.org in the School Meal link, or at the café directly from 7:15 a.m. – 2:00 p.m. daily using cash or a check made out to LTISD or your child's school. The café manager will deduct purchases from student lunch accounts using a bar-coded sheet with student names as students purchase lunch through the lunch line. Money left on account from a previous year carries over to the new school year.

Exhibit A

Lake Travis Independent School District (LTISD)

Student Acceptable Use Policy (AUP)

LTISD provides Internet access, network resources, computing devices, software, and other technologies to its students for educational purposes. This AUP defines the expectations for appropriate use of LTISD systems by LTISD students. Students who violate the AUP or other related campus technology and behavior guidelines may lose the privilege to use LTISD systems and Internet access.

Section I: Educational Purpose

- A. The LTISD systems were established for a limited educational purpose. The term "educational purpose" includes classroom activities, career development, and teacher-directed research projects.
- B. The LTISD systems were established as a public access service and a limited public forum. LTISD retains the right to place reasonable restrictions on the materials accessed or transmitted through its systems. Students are expected to follow the rules set forth in the LTISD Student Code of Conduct, Campus Rules, and LTISD Board Policy as well as state and federal laws and regulations, when using the LTISD systems.
- C. The LTISD systems are not to be used for commercial purposes. This means students cannot offer, provide, or purchase products or services through the LTISD systems.
- D. The LTISD systems are not to be used for political lobbying. However, the system can be used to communicate with elected representatives and to express opinions on political issues.

Section II: Internet Access and Online Systems

- A. Students will have access to the Internet, online information resources, and LTISD-provided information resources from school computing devices in classrooms, libraries, labs, and common areas, and from home when using personal Internet-enabled devices or LTISD checkout devices. Access to these systems and resources is provided and intended for instructional purposes as defined by LTISD. LTISD employs an Internet content filter in an effort to safeguard its students from inappropriate or dangerous content while they are utilizing online resources. LTISD takes reasonable steps through its adopted policies and technologies to prevent access to objectionable material, but it is not possible to absolutely prevent such access. Students should not attempt to bypass the Internet filter for any reason and should notify a teacher or other school personnel if objectionable content is displayed.
- B. All materials and information placed on student-created web pages for instructional purposes must be preapproved in a manner specified by LTISD. Materials placed on web pages must relate to the approved curriculum or to career preparation activities. Students may blog or post information to educational websites under teacher supervision for instructional purposes as part of the LTISD approved curriculum.
- C. Students will be granted access to computers, LTISD systems, LTISD Internet access, and other software through individual user or group accounts. Passwords for these accounts must not be shared, and students should only use their own individual or group account.
- D. Students may use messaging systems, including social networking/media tools that are approved and provided by LTISD and used under teacher supervision for instructional purposes as part of the LTISD approved curriculum. Students are prohibited from participating in chat rooms, newsgroups, or other

systems or forums that are not approved for instructional use by LTISD and that may represent safety concerns or poor use of instructional time for students.

Section III: Expectations for Student Use of LTISD Systems

A. Student Safety

1. Students will not post personal information or contact information about themselves or other individuals online. Personal contact information includes address, telephone number, school address, parent or student work addresses, pictures, names, email addresses, photos, etc. Online collaborations under teacher supervision for instructional purposes as part of the LTISD approved curriculum may provide student contact information as necessary to fulfill the goal of the project.
2. Students will not agree to meet with someone they have met online outside of a school-sanctioned project or instructional experience supervised by a teacher as part of the LTISD approved curriculum.
3. Students will promptly disclose to the teacher, or another school employee, any communication or experience using a technology system that is inappropriate or makes them feel uncomfortable.
4. Students will not post, transmit, or store private or personal information from or about another person, including contact information and photos.

B. Student Conduct

1. Students will not attempt to gain unauthorized access to LTISD systems, LTISD computers, or any other system when using the LTISD network. This includes attempting to log in through another person's account, accessing another person's files, forgery, and attempted forgery. Unauthorized equipment may not be brought to an LTISD building or utilized on the LTISD systems for these or any other purposes.
2. Students will not make deliberate attempts to disrupt LTISD systems or data through any means. Actions of this type violate District policy and regulations and may result in loss of access privileges, restitution, and other appropriate consequences.
3. Students will not use LTISD systems to engage in any illegal act, such as arranging for the sale or purchase of controlled substances, engaging in criminal activity, threatening the safety of a person, harassment, or cyberbullying.
4. Students will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language when using LTISD systems.
5. Students will not engage in personal, prejudicial or discriminatory attacks when using LTISD systems, nor will students knowingly or recklessly post or transmit false or defamatory information about a person or organization when using LTISD systems.
6. Students will not load or install programs on LTISD systems. This includes programs and files downloaded from the Internet, portable drives, or their own equipment (such as games, utilities, and other software not licensed by the District). Use of peer to peer file sharing

software is prohibited. Student use of online media is to be supervised by a teacher according to LTISD policy and regulation.

7. Students will not use LTISD systems to send unnecessary or unsolicited information or messages to others.

C. Student Information Security and Academic Integrity

1. Students are responsible for their individual folders and data, and should take all reasonable precautions to prevent others from being able to use their credentials or data. Students will not provide their login credentials or passwords to another student. Students will not provide their files to another student for the purpose of cheating or using another person's work as their own.
2. Students must notify a teacher or Technology personnel immediately if they identify a security problem. Students are not to seek out security vulnerabilities themselves.
3. Students will not plagiarize works that are found online or when using LTISD systems. Plagiarism is taking the ideas, writing or work products of others and presenting them as one's own. Students must cite the source of material they have used in their research or school work.
4. Students will respect the rights of copyright owners by following the expressed requirements of copyrighted material they wish to use, or by requesting permission of the copyright owner directly.

Section IV: Student Rights

A. Free Speech

A student's right to free speech, as set forth in the LTISD Student Code of Conduct and Campus Handbook, applies to communication on the Internet and LTISD systems. LTISD systems are considered a limited forum, similar to the school newspaper; and therefore, the District may restrict a student's speech for valid educational reasons in accordance with Board Policy.

B. Search and Investigation

1. Students should expect only limited privacy in the contents of personal files on LTISD provided systems. The situation is similar to the rights a student has in the privacy of a locker.
2. Routine monitoring of LTISD systems and usage information may be used to determine if a student has acted in accordance with the AUP, LTISD Student Code of Conduct and Campus Handbook, or state or federal law, and may lead to more in-depth investigation.

C. Due Process

1. The District will cooperate fully with local, state, or federal officials in any investigation related to any illegal activities conducted on LTISD systems.
2. Violations of the AUP, LTISD Student Code of Conduct, and Campus Handbook regarding the use of LTISD systems by a student will result in the application of disciplinary procedures and consequences outlined in the LTISD Student Code of Conduct.

D. Limitation of Liability

The District makes no guarantee that the functions or the services provided by, or through, the District's system will be error-free or without defect. The District will not be responsible for any damage a student may suffer, including but not limited to, loss of data or interruptions of service. The District is not responsible for the accuracy or quality of the information obtained through, or stored on, the system. The District is not responsible for financial obligations arising through the unauthorized use of the system.

Exhibit B



2010-2011
STUDENT CODE OF CONDUCT

LAKE TRAVIS ISD BOARD OF TRUSTEES

JASON BUDDIN
ALAN WILLIAMS
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SUPERINTENDENT OF SCHOOLS

Dr. Rocky Kirk

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STUDENT CODE OF CONDUCT

Purpose

The Student Code of Conduct is the district's response to the requirements of Chapter 37 of the Texas Education Code.

The Code provides methods and options for managing students in the classroom and on school grounds, disciplining students, and preventing and intervening in student discipline problems.

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

This Student Code of Conduct has been adopted by the Lake Travis Independent School District Board of Trustees and developed with the advice of the district-level committee. This Code provides information to parents and students regarding standards of conduct, consequences of misconduct, and procedures for administering discipline.

In accordance with state law, the Code is available for review at the office of the campus principal. Additionally, the Code is posted on the district's Web site, www.ltidschools.org. Parents will be notified of any conduct violation that may result in a student being suspended, placed in a DAEP, or expelled.

Contents

This Code is organized into the following sections:

1. School District Authority and Jurisdiction
2. Standards for Student Conduct
3. General Conduct Violations
4. Discipline Management Techniques
5. Removal from the Regular Educational Setting
6. Out-of-School Suspension
7. DAEP Placement
8. Placement and/or Expulsion for Certain Serious Offenses
9. Expulsion
10. Glossary

Because the Student Code of Conduct is adopted by the district's board of trustees, it has the force of policy; therefore, in case of conflict between the Code and the student handbook, the Code will prevail.

Please Note: The discipline of students with disabilities who are eligible for services under federal law (Individuals with Disabilities Education Act

and Section 504 of the Rehabilitation Act of 1973) is subject to the provisions of those laws.

School District Authority and Jurisdiction

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

The district has disciplinary authority over a student:

1. During the regular school day and while the student is going to and from school on district transportation;
2. During lunch periods in which a student is allowed to leave campus;
3. While the student is in attendance at any school-related activity, regardless of time or location;
4. For any school-related misconduct, regardless of time or location;
5. When retaliation against a school employee or volunteer occurs or is threatened, regardless of time or location;
6. When criminal mischief is committed on or off school property or at a school-related event;
7. For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line;
8. For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas;
9. When the student commits a felony, as provided by Education Code 37.006 or 37.0081; and
10. When the student is required to register as a sex offender.

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

The district has the right to search a student's locker or desk when there is reasonable cause to believe it contains articles or materials prohibited by the district.

Reporting Crimes

School administrators will report crimes as required by law and will call local law enforcement when an administrator suspects that a crime has been committed on campus.

Revoking Transfers

The district has the right to revoke the transfer of a nonresident student for violating the district's Code.

Standards for Student Conduct

Each student is expected to:

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

General Conduct Violations

The categories of conduct below are prohibited at school and all school-related activities, but the list does not include the most serious offenses. In the subsequent sections on Out-of-School Suspension, DAEP Placement, Placement and/or Expulsion for Certain Serious Offenses, and Expulsion, severe offenses that require or permit specific consequences are listed. Any offense, however, may be serious enough to result in Removal from the Regular Educational Setting as detailed in that section.

Students shall not:

Disregard for Authority

1. Fail to comply with directives given by school personnel (insubordination).
2. Leave school grounds or school-sponsored events without permission.
3. Disobey rules for conduct on school buses.
4. Refuse to accept discipline management techniques assigned by a teacher or principal.

Mistreatment of Others

5. Use profanity or vulgar language or make obscene gestures.
6. Fight or scuffle. (For assault see DAEP Placement and Expulsion.)
7. Threaten a district student, employee, or volunteer, including off school property, if the conduct causes a substantial disruption to the educational environment.
8. Engage in bullying, harassment, or creating, distributing or possessing hit lists. (See glossary for all three terms.)
9. Engage in conduct that constitutes sexual harassment or sexual abuse, whether by word, gesture, or any other conduct, directed toward another person, including a district student, employee, or volunteer.
10. Engage in conduct that constitutes dating violence, including the intentional use of physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control another person with whom the student has or has had a dating relationship.
11. Engage in inappropriate or indecent exposure of private body parts.
12. Participate in hazing. (See glossary.)
13. Cause an individual to act through the use of or threat of force (coercion).
14. Commit extortion or blackmail (obtaining money or an object of value from an unwilling person).
15. Engage in inappropriate verbal, physical, or sexual conduct directed toward another person, including a district student, employee, or volunteer.

General Conduct Violations

16. Record the voice or image of another without the prior consent of the individuals being recorded or in any way that disrupts the educational environment or invades the privacy of others.

Property Offenses

17. Damage or vandalize property owned by others. (For felony criminal mischief see DAEP Placement or Expulsion.)

18. Deface or damage school property—including textbooks, lockers, furniture, and other equipment—with graffiti or by other means.

19. Steal from students, staff, or the school.

20. Knowingly using another student's identification card or number to obtain goods or services.

21. Commit or assist in a robbery or theft even if it does not constitute a felony according to the Texas Penal Code. (For felony robbery and theft see DAEP Placement and Expulsion.)

Possession of Prohibited Items

22. Possess or use:

- a. fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device;
- b. a razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person;
- c. a "look-alike" weapon;
- d. an air gun or BB gun;
- e. ammunition;
- f. a stun gun;
- g. a pocketknife or any other small knife (less than 5 ½ inches long);
- h. mace or pepper spray;
- i. pornographic material;
- j. tobacco products;
- k. matches or a lighter;
- l. a laser pointer for other than an approved use; or
- m. any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists. (For weapons and firearms see DAEP Placement and Expulsion.)

Possession of Telecommunications or Other Electronic Devices

23. Display, turn on, or use a telecommunications device, including a cellular telephone, or other electronic device on school property during the school day.

General Conduct Violations

Illegal, Prescription, and Over-the-Counter Drugs

24. Possess or sell seeds or pieces of marijuana in less than a usable amount. (For illegal drugs, alcohol, and inhalants see DAEP Placement and Expulsion.)
25. Possess, use, give, or sell paraphernalia related to any prohibited substance. (See glossary for “paraphernalia.”)
26. Possess or sell look-alike drugs or attempt to pass items off as drugs or contraband.
27. Abuse the student’s own prescription drug, give a prescription drug to another student, or possess or be under the influence of another person’s prescription drug on school property or at a school-related event. (See glossary for “abuse.”)
28. Abuse over-the-counter drugs. (See glossary for “abuse.”)
29. Be under the influence of prescription or over-the-counter drugs that cause impairment of the physical or mental faculties. (See glossary for “under the influence.”)
30. Have or take prescription drugs or over-the-counter drugs at school other than as provided by district policy.

Misuse of Computers and the Internet

31. Violate computer use policies, rules, or agreements signed by the student or the student’s parent.
32. Attempt to access or circumvent passwords or other security-related information of the district, students, or employees or upload or create computer viruses, including off school property if the conduct causes a substantial disruption to the educational environment.
33. Attempt to alter, destroy, or disable district computer equipment, district data, the data of others, or other networks connected to the district’s system, including off school property if the conduct causes a substantial disruption to the educational environment.
34. Use the Internet or other electronic communications to threaten district students, employees, or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment.
35. Send or post electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another’s reputation, or illegal, including off school property if the conduct causes a substantial disruption to the educational environment.
36. Use e-mail or Web sites at school to encourage illegal behavior or threaten school safety.

Safety Transgressions

37. Possess published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety.
38. Engage in verbal (oral or written) exchanges that threaten the safety of another student, a school employee, or school property.

General Conduct Violations

Miscellaneous Offenses

39. Make false accusations or perpetrate hoaxes regarding school safety.
40. Engage in any conduct that school officials might reasonably believe will substantially disrupt the school program or incite violence.
41. Throw objects that can cause bodily injury or property damage.
42. Discharge a fire extinguisher without valid cause.
43. Violate dress and grooming standards as communicated in the student handbook.
44. Cheat or copy the work of another.
45. Gamble.
46. Falsify records, passes, or other school-related documents.
47. Engage in actions or demonstrations that substantially disrupt or materially interfere with school activities.
48. Repeatedly violate other communicated campus or classroom standards of conduct.

The district may impose campus or classroom rules in addition to those found in the Code. These rules may be posted in classrooms or given to the student and may or may not constitute violations of the Code.

Discipline Management Techniques

Discipline will be designed to improve conduct and to encourage students to adhere to their responsibilities as members of the school community. Disciplinary action will draw on the professional judgment of teachers and administrators and on a range of discipline management techniques. Discipline will be correlated to the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, the effect of the misconduct on the school environment, and statutory requirements.

Because of these factors, discipline for a particular offense, unless otherwise specified by law, may bring into consideration varying techniques and responses.

Students with Disabilities

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

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

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

Techniques

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

- Verbal correction, oral or written.
- Cooling-off time or “time-out.”
- Seating changes within the classroom.
- Temporary confiscation of items that disrupt the educational process.
- Rewards or demerits.
- Behavioral contracts.
- Counseling by teachers, counselors, or administrative personnel.
- Parent-teacher conferences.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.
- Detention.

Discipline Management Techniques

- Sending the student to the office or other assigned area, or to in-school suspension.
- Assignment of school duties other than class tasks, such as cleaning or picking up litter.
- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- Penalties identified in individual student organizations' extracurricular standards of behavior.
- Withdrawal or restriction of bus privileges.
- School-assessed and school-administered probation.
- Out-of-school suspension, as specified in the Out-of-School Suspension section of this Code.
- Placement in a DAEP, as specified in the DAEP section of this Code.
- Placement and/or expulsion in an alternative educational setting, as specified in the Placement and/or Expulsion for Certain Serious Offenses section of this Code.
- Expulsion, as specified in the Expulsion section of this Code.
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.
- Other strategies and consequences as determined by school officials.

Notification

The principal or appropriate administrator will notify a student's parent by phone or in writing of any violation that may result in an out-of-school suspension, placement in a DAEP, or expulsion. Notification will be made within three school days after the administrator becomes aware of the violation.

Appeals

Parental questions or complaints regarding disciplinary measures should be addressed to the teacher or campus administration, as appropriate, and in accordance with policy FNG(LOCAL). A copy of the policy may be obtained from the principal's office or the central administration office or through Policy On Line at the following address: www.ltidschools.org.

Consequences will not be deferred pending the outcome of a grievance.

Removal from the Regular Educational Setting

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

Routine Referral

A routine referral occurs when a teacher sends a student to the principal's office as a discipline management technique. The principal may then employ additional techniques.

Formal Removal

A teacher or administrator **may** remove a student from class for a behavior that violates this Code to maintain effective discipline in the classroom. 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.

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 will be followed. For any other removal, the appropriate administrator will schedule a conference with the student's parent, the student, and any other appropriate staff member.

At the conference, the appropriate administrator will inform the student of the misconduct for which he or she is charged and the consequences. The administrator will give the student an opportunity to give his or her version of the incident.

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.

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

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

Returning Student to Classroom

When a student has been formally removed from class by a teacher for conduct against the teacher containing the elements of assault, aggravated assault, sexual assault, aggravated sexual assault, murder, capital murder, or criminal attempt to commit murder or capital murder, the student may not be returned to the teacher's class without the teacher's consent.

Removal from the Regular Educational Setting

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

Out-of-School Suspension

Misconduct

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

In deciding whether to order out-of-school suspension, the district will take into consideration:

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct, and
3. The student's disciplinary history.

Process

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

Before being suspended a student will have an informal conference with the appropriate administrator, who shall advise the student of the conduct of which he or she is accused. The student will be given the opportunity to explain his or her version of the incident before the administrator's decision is made.

The number of days of a student's suspension will be determined by the appropriate administrator, but will not exceed three school days.

The appropriate administrator will determine any restrictions on participation in school-sponsored or school-related extracurricular and co-curricular activities.

Disciplinary Alternative Education Program (DAEP) Placement

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

For purposes of DAEP, elementary classification shall be kindergarten–grade 5 and secondary classification shall be grades 6–12.

Summer school provided by the district may serve students assigned to a DAEP in conjunction with other students.

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

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the district will take into consideration:

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct, and
3. The student's disciplinary history.

Discretionary Placement: Misconduct That May Result in DAEP Placement

Misconduct Identified in State Law

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

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

- Involvement in a public school fraternity, sorority, or secret society, including participating as a member or pledge, or soliciting another person to become a pledge or member of a public school fraternity, sorority, secret society, or gang. (See glossary.)
- Involvement in criminal street gang activity. (See glossary.)
- Criminal mischief, not punishable as a felony.

In accordance with state law, a student **may** be placed in a DAEP if the superintendent or the superintendent's designee has reasonable belief (see glossary) that the student has engaged in conduct punishable as a felony, other than those listed as offenses involving injury to a person in Title 5 (see glossary) of the Texas Penal Code, that occurs off school property and not at a school-sponsored or school-related event, if the student's presence in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process.

The appropriate administrator **may**, but is not required to, place a student in a DAEP for off-campus conduct for which DAEP placement is required

Disciplinary Alternative Education Program (DAEP) Placement

by state law if the administrator does not have knowledge of the conduct before the first anniversary of the date the conduct occurred.

Mandatory Placement: Misconduct That Requires DAEP Placement

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

- Engages in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school. (See glossary.)
- Commits the following offenses on school property or within 300 feet of school property as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:
 - Engages in conduct punishable as a felony.
 - Commits an assault (see glossary) under Texas Penal Code 22.01(a)(1).
 - Sells, gives, or delivers to another person, or possesses, uses, or is under the influence of marijuana, a controlled substance, or a dangerous drug in an amount not constituting a felony offense. (Whether a student should be placed in DAEP or expelled will be determined on a case-by-case basis. See Expulsion section.) (School-related felony drug offenses are addressed in the Expulsion section.) (See glossary for "under the influence.")
 - Sells, gives, or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of alcohol; or possesses, uses, or is under the influence of alcohol, if the conduct is not punishable as a felony offense. (Whether a student should be placed in DAEP or expelled will be determined on a case-by-case basis. See Expulsion section.) (School-related felony alcohol offenses are addressed in the Expulsion section.)
 - Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals. (Whether a student should be placed in DAEP or expelled will be determined on a case-by-case basis. See Expulsion section.)
 - Behaves in a manner that contains the elements of the offense of public lewdness or indecent exposure.
- Engages in expellable conduct and is between six and nine years of age.
- Commits a federal firearms violation and is younger than six years of age.
- Engages in conduct that contains the elements of the offense of retaliation against any school employee or volunteer on or off school property. (Committing retaliation in combination with

Disciplinary Alternative Education Program (DAEP) Placement

another expellable offense is addressed in the Expulsion section of this Code.)

- Engages in conduct punishable as a felony listed under Title 5 (see glossary) of the Texas Penal Code when the conduct occurs off school property and not at a school-sponsored or school-related event and:
 - The student receives deferred prosecution (see glossary),
 - A court or jury finds that the student has engaged in delinquent conduct (see glossary), or
 - The superintendent or designee has a reasonable belief (see glossary) that the student engaged in the conduct.

Sexual Assault and Campus Assignments

If a student has been convicted of continuous sexual abuse of a young child or children or convicted of or placed on deferred adjudication for sexual assault or aggravated sexual assault against another student on the same campus, and if the victim's parent or another person with the authority to act on behalf of the victim requests that the board transfer the offending student to another campus, the offending student shall be transferred to another campus in the district. If there is no other campus in the district serving the grade level of the offending student, the offending student will be transferred to a DAEP.

Emergencies

In an emergency, the principal or the principal's designee may order the immediate placement of a student in a DAEP for any reason for which placement in a DAEP may be made on a nonemergency basis.

Process

Removals to a DAEP will be made by the campus principal or designee.

Conference

When a student is removed from class for a DAEP offense, the appropriate administrator will 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 appropriate administrator will inform the student, orally or in writing, of the reasons for the removal and will 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.

Placement Order

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

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

Disciplinary Alternative Education Program (DAEP) Placement

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 will give notice of the inconsistency.

Length of Placement

The duration of a student's placement in a DAEP will be determined by the principal or designee.

The duration of a student's placement will be determined on a case-by-case basis. DAEP placement will be correlated to the seriousness of the offense, the student's age and grade level, the frequency of misconduct, the student's attitude, and statutory requirements.

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

Exceeds One Year

Placement in a DAEP may exceed one year when a review by the district determines that:

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

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

Exceeds School Year

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

For placement in a DAEP to extend beyond the end of the school year, the Superintendent or designee must determine that:

1. The student's presence in the regular classroom or campus presents a danger of physical harm to the student or others, or
2. The student has engaged in serious or persistent misbehavior (see glossary) that violates the district's Code.

Exceeds 60 Days

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

Appeals

Questions from parents regarding disciplinary measures should be addressed to the campus administration. Appeals regarding the decision to place a student in a DAEP should be addressed in accordance with policy FNG(LOCAL). A copy of this policy may be obtained from the principal's office or the central administration office or through Policy On Line at the following address: www.Itisdschools.org.

Disciplinary Alternative Education Program (DAEP) Placement

Disciplinary consequences will not be deferred pending the outcome of an appeal. The decision to place a student in a DAEP cannot be appealed beyond the board.

Restrictions during Placement

During a student's placement in DAEP, he or she is not permitted to participate in any school-sponsored or school-related extracurricular or co-curricular activity, including seeking or holding honorary positions and/or membership in school-sponsored clubs and organizations.

The district will provide transportation to students in a DAEP. However, a student may be removed from the bus due to misbehavior and may be responsible for his/her transportation to DAEP.

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

Placement Review

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

Additional Misconduct

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

Notice of Criminal Proceedings

The office of the prosecuting attorney will notify the district if a student was placed in a DAEP for certain offenses including any felony, unlawful restraint, indecent exposure, assault, deadly conduct, terroristic threats, organized crime, certain drug offenses, or possession of a weapon, and:

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

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

Disciplinary Alternative Education Program (DAEP) Placement

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

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

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

Withdrawal during Process

When a student violates the district's Code in a way that requires or permits the student to be placed in a DAEP and the student withdraws from the district before a placement order is completed, the district may complete the proceedings and issue a placement order. If the student then reenrolls in the district during the same or a subsequent school year, the district may enforce the order at that time, less any period of the placement that has been served by the student during enrollment in another district. If the appropriate administrator or the board does not issue a placement order after the student withdraws, the next district in which the student enrolls may complete the proceedings and issue a placement order.

Newly Enrolled Students

The district will continue the DAEP placement of a student who enrolls in the district and was assigned to a DAEP in an open-enrollment charter school or another district.

A newly enrolled student with a DAEP placement from a district in another state will be placed as any other newly enrolled student if the behavior committed is a reason for DAEP placement in the receiving district.

If the student was placed in a DAEP by a school district in another state for a period that exceeds one year, this district, by state law, will reduce the period of the placement so that the total placement does not exceed one year. After a review, however, the placement may be extended beyond a year if the district determines that the student is a threat to the safety of other students or employees or the extended placement is in the best interest of the student.

Emergency Placement Procedure

When an emergency placement occurs, the student will be given oral notice of the reason for the action. Not later than the tenth day after the

Disciplinary Alternative Education Program (DAEP) Placement

date of the placement, the student will be given the appropriate conference required for assignment to a DAEP.

Placement and/or Expulsion for Certain Serious Offenses

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

JJAEP

An expelled student is enrolled in the Travis County Juvenile Justice Alternative Education Program (JJAEP).

Registered Sex Offenders

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

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

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

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

Review Committee

At the end of the first semester of a student's placement in an alternative educational setting and before the beginning of each school year for which the student remains in an alternative placement, the district shall convene a committee, in accordance with state law, to review the student's placement. The committee will recommend whether the student should return to the regular classroom or remain in the placement. Absent a special finding, the board or its designee must follow the committee's recommendation.

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

Newly Enrolled Student

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

Appeal

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

Placement and/or Expulsion for Certain Serious Offenses

Certain Felonies

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

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

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

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

Hearing and Required Findings

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

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

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

Length of Placement

The student is subject to the placement until:

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

Placement and/or Expulsion for Certain Serious Offenses

Newly Enrolled Students

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

Expulsion

In deciding whether to order expulsion, regardless of whether the action is mandatory or discretionary, the district will take into consideration:

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct, and
3. The student's disciplinary history.

A student **may** be expelled for:

**Discretionary
Expulsion:
Misconduct That May
Result in Expulsion
Any Location**

- Engaging in the following, no matter where it takes place:
 - Conduct that contains the elements of assault under Penal Code 22.01(a)(1) in retaliation against a school employee or volunteer.
 - Criminal mischief, if punishable as a felony.
- Engaging in conduct that contains the elements of one of the following offenses against another student, without regard to where the conduct occurs:
 - Aggravated assault.
 - Sexual assault.
 - Aggravated sexual assault.
 - Murder.
 - Capital murder.
 - Criminal attempt to commit murder or capital murder.
 - Aggravated robbery.
- Engaging in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school.
- Committing any of the following offenses on or within 300 feet of school property, as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:
 - Selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, or a dangerous drug, if the conduct is not punishable as a felony. (See glossary for "under the influence.")
 - Selling, giving, or delivering to another person, or possessing, using, or being under the influence of alcohol; or committing a serious act or offense while under the influence of alcohol, if the conduct is not punishable as a felony.

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

- Engaging in conduct that contains the elements of an offense relating to abusable volatile chemicals.
 - Engaging in conduct that contains the elements of assault under Section 22.01(a)(1) against an employee or a volunteer.
 - Engaging in deadly conduct. (See glossary.)
- Within 300 Feet of School**
- Engaging in the following conduct while within 300 feet of school property, as measured from any point on the school’s real property boundary line:
 - Aggravated assault, sexual assault, or aggravated sexual assault.
 - Arson. (See glossary.)
 - Murder, capital murder, or criminal attempt to commit murder or capital murder.
 - Indecency with a child, aggravated kidnapping, manslaughter, criminally negligent homicide, or aggravated robbery.
 - Continuous sexual abuse of a young child or children.
 - Felony drug- or alcohol-related offense.
 - Use, exhibition, or possession of a firearm (as defined by state law), an illegal knife, a club, or prohibited weapon, or possession of a firearm (as defined by federal law).
- Property of Another District**
- Committing any offense that is a state-mandated expellable offense if the offense is committed on the property of another district in Texas or while the student is attending a school-sponsored or school-related activity of a school in another district in Texas.
- While in DAEP**
- Engaging in serious offenses or persistent misbehavior (see glossary) that violates the district’s Code, while placed in a DAEP.
- Mandatory Expulsion: Misconduct That Requires Expulsion**
- A student **must** be expelled for any of the following offenses that occur on school property or while attending a school-sponsored or school-related activity on or off school property:
- Federal Law**
- Bringing to school a firearm, as defined by federal law. “Firearm” under federal law includes:
 - Any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive.
 - The frame or receiver of any such weapon.
 - Any firearm muffler or firearm weapon.
 - Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.

Texas Penal Code

- Using, exhibiting, or possessing the following, as defined by the Texas Penal Code:
 - A firearm (any device designed, made, or adapted to expel a projectile through a barrel by using the energy generated by an explosion or burning substance or any device readily convertible to that use), unless the use, exhibition, or possession of the firearm occurs at an off-campus approved target range facility while participating in or preparing for a school-sponsored shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife Department or a shooting sports sanctioning organization working with the department.
 - An illegal knife, such as a knife with a blade over 5½ inches; hand instrument, designed to cut or stab another by being thrown; dagger, including but not limited to a dirk, stiletto, switchblade, and poniard; bowie knife; sword; or spear. This includes knives with blades that are over 5 ½ inches long that open or release a blade from the handle or sheath by the force of gravity or by the application of centrifugal force. This includes a knife with a blade that is over 5 ½ inches long that has a spring, detent, or other mechanism designed to create a bias toward closure that requires exertion applied to the blade by hand, wrist, or arm to overcome the bias toward closure and open the knife.
 - A club (see glossary) such as an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, including a blackjack, nightstick, mace, and tomahawk.
 - A prohibited weapon, such as an explosive weapon, a machine gun, a short-barrel firearm, a firearm silencer, a switchblade knife, knuckles, armor-piercing ammunition, a chemical dispensing device, or a zip gun. (See glossary.)
- Behaving in a manner that contains elements of the following offenses under the Texas Penal Code:
 - Aggravated assault, sexual assault, or aggravated sexual assault.
 - Arson. (See glossary.)
 - Murder, capital murder, or criminal attempt to commit murder or capital murder.
 - Indecency with a child.
 - Aggravated kidnapping.
 - Aggravated robbery.

- Manslaughter.
- Criminally negligent homicide.
- Continuous sexual abuse of a young child or children.
- Behavior punishable as a felony that involves selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, a dangerous drug, or alcohol; or committing a serious act or offense while under the influence of alcohol.
- Engaging in retaliation against a school employee or volunteer combined with one of the above-listed mandatory expulsion offenses, with the exception of a federal firearm offense, on or off school property or at a school-related activity.

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

Emergency In an emergency, the principal or the principal’s designee **may** order the immediate expulsion of a student for any reason for which expulsion may be made on a nonemergency basis.

Process If a student is believed to have committed an expellable offense, the principal or other appropriate administrator will schedule a hearing within a reasonable time. The student’s parent will be invited in writing to attend the hearing.

Until a hearing can be held, the principal may place the student in:

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

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

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

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

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

Board Review of Expulsion

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

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

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

Expulsion Order

After the due process hearing, if the student is expelled, the board or its designee will deliver to the student and the student's parent a copy of the order expelling the student.

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

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

Length of Expulsion

The length of an expulsion will be correlated to the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, and statutory requirements.

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

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

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

State and federal law require a student to be expelled from the regular classroom for a period of at least one calendar year for bringing a firearm, as defined by federal law, to school. However, the superintendent or other

appropriate administrator may modify the length of the expulsion on a case-by-case basis.

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

Withdrawal during Process

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

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

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

Additional Misconduct

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

Restrictions during Expulsion

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

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

Newly Enrolled Students

The district will continue the expulsion of any newly enrolled student expelled from another district or an open-enrollment charter school until the period of the expulsion is completed.

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

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

If a student is expelled by a district in another state for a period that exceeds one year and the district continues the expulsion or places the student in a DAEP, the district will reduce the period of the expulsion or

DAEP placement so that the entire period does not exceed one year, unless after a review it is determined that:

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

Emergency Expulsion Procedures

When an emergency expulsion occurs, the student will be given verbal notice of the reason for the action. Within ten days after the date of the emergency expulsion, the student will be given appropriate due process required for a student facing expulsion.

DAEP Placement of Expelled Students

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

Glossary

The glossary provides legal definitions and locally established definitions and is intended to assist in understanding terms related to the Student Code of Conduct.

Abuse is improper or excessive use.

Armor-piercing ammunition is handgun ammunition used in pistols and revolvers and designed primarily for the purpose of penetrating metal or body armor.

Arson is:

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

Assault is defined in part by Texas Penal Code 22.01(a)(1) as intentionally, knowingly, or recklessly causing bodily injury to another.

Bullying is written or oral expression or physical conduct that a school district's board of trustees or the board's designee determines:

1. To have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or
2. To be sufficiently severe, persistent, or pervasive to create an intimidating, threatening, or abusive educational environment for a student.

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

Club is an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death. A blackjack, mace, and tomahawk are in the same category.

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

Dating violence is the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person with whom the student has or has had a dating relationship, as defined by Section 71.0021 of the Family Code.

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

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

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

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

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

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

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

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

Firearm silencer means any device designed, made, or adapted to muffle the report of a firearm.

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

Harassment is:

1. Conduct that meets the definition established in district policies DIA(LOCAL) and FFH(LOCAL); or
2. Conduct that threatens to cause harm or bodily injury to another student, is sexually intimidating, causes physical damage to the property of another student, subjects another

student to physical confinement or restraint, or maliciously and substantially harms another student's physical or emotional health or safety.

Hazing is an intentional or reckless act, on or off campus, by one person alone or acting with others, that endangers the mental or physical health or safety of a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in an organization.

Hit list is a list of people targeted to be harmed, using a firearm, a knife, or any other object to be used with intent to cause bodily harm.

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

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

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

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

Persistent misbehavior is two or more violations of the Code in general or repeated occurrences of the same violation.

Possession means to have an item on one's person or in one's personal property, including but not limited to clothing, purse, or backpack; a private vehicle used for transportation to or from school or school-related activities, including but not limited to an automobile, truck, motorcycle, or bicycle; or any other school property used by the student, including but not limited to a locker or desk.

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

Reasonable belief is a determination made by the superintendent or designee using all available information, including the information furnished under Article 15.27 of the Code of Criminal Procedure.

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

Serious offenses include but are not limited to:

- Murder.
- Vandalism.
- Robbery or theft.
- Extortion, coercion, or blackmail.

- Actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Hazing.
- Insubordination.
- Profanity, vulgar language, or obscene gestures.
- Fighting, committing physical abuse, or threatening physical abuse.
- Possession or distribution of pornographic materials.
- Leaving school grounds without permission.
- Sexual harassment of a student or district employee.
- Possession of or conspiracy to possess any explosive or explosive device.
- Falsification of records, passes, or other school-related documents.
- Refusal to accept discipline assigned by the teacher or principal.

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

Switchblade is any knife with a blade that folds, closes, or retracts into the handle or sheath and that opens automatically by pressing a button or by the force of gravity or centrifugal force.

Terroristic threat is a threat of violence to any person or property with intent to:

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

Title 5 offenses are those that involve injury to a person and include murder; kidnapping; assault; aggravated assault; sexual assault; aggravated sexual assault; unlawful restraint; indecency with a child; injury to a child, an elderly person, or a disabled person; abandoning or endangering a child; deadly conduct; terroristic threat; aiding a person to commit suicide; and tampering with a consumer product. [See FOC (EXHIBIT)]

Under the influence means lacking the normal use of mental or physical faculties. Impairment of a person's physical or mental faculties may be evidenced by a pattern of abnormal or erratic

behavior, the presence of physical symptoms of drug or alcohol use, or by admission. A student “under the influence” need not be legally intoxicated to trigger disciplinary action.

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

Zip gun is a device or combination of devices, not originally a firearm, but adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.