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LAKE TRAVIS INDEPENDENT SCHOOL DISTRICT

Address
3322 Ranch Road 620 South
Austin, Texas 78738
Telephone: 512-533-6000
Fax: 512-533-6001
www.ltisdschools.org

Board of Trustees
Kim Flasch
John Aouelle
Bob Dorsett, Jr.
Guy Clayton
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Superintendent of Schools
Dr. Brad Lancaster
Deputy Superintendent
Holly Morris-Kuentz
Assistant Superintendent for Human Resource Services
Evalene Murphy
Assistant Superintendent for Business, Financial and Auxiliary Services
Johnny Hill
Assistant Superintendent for Learning and Teaching
Elizabeth Deterra

Student Holidays
September 2 – Labor Day
October 11 – Staff Development/Student Holiday
October 14 – Columbus Day - Staff/Student Holiday
November 25-29 – Fall Break
December 20 – Staff Development/Student Holiday
December 23-January 3 – Winter Break
January 6 – Staff Development/Student Holiday
January 20 – MLK Day Student/Staff Holiday
February 13-14 – Staff Development/Student Holiday
February 17 – Staff Development/Student Holiday
March 13 – Staff Development/Student Holiday
March 16-20 – Spring Break
April 10 – Good Friday - Student/Staff Holiday
May 25 – Memorial Day - Staff Development/Student Holiday

Grading Period
August 14 – October 10
October 15 – December 19
January 7 – March 6
March 9 – May 22

Elementary Schools Student Handbook
Revised July 2019
Campus Locations and Administration

Bee Cave Elementary School  
14300 Hamilton Pool Road  
Austin, Texas 78738  
Kim Kellner, Principal  
Ashley Nauta, Assistant Principal  
Telephone: 512-533-6250  
Fax: 512-533-6251

Leanna Pesta, Assistant Principal  
Telephone: 512-533-7500  
Fax: 512-533-7501

Hudson Bend Middle School  
15600 Lariat Trail  
Austin, Texas 78734  
Thomas Payne, Principal  
Michaele Pansza, Assistant Principal  
Julia Meyer, Assistant Principal  
Telephone: 512-533-6400  
Fax: 512-533-6401

Lake Pointe Elementary School  
11801 Sonoma Drive  
Austin, Texas 78738  
Kelly Freed, Principal  
Mak El-Hassan, Assistant Principal  
Telephone: 512-533-6500  
Fax: 512-533-6501

Lake Travis Middle School  
4932 Bee Creek Road  
Spicewood, Texas 78669  
Lester Wolff, Principal  
Janet Pyne, Assistant Principal  
Rachel Foreman, Assistant Principal  
Telephone: 512-533-6200  
Fax: 512-533-6201

Lake Travis Elementary School  
15303 Kollmeyer Drive  
Austin, Texas 78734  
Angela Frankhouser, Principal  
Lizeth Thompson, Assistant Principal  
Telephone: 512-533-6300  
Fax: 512-533-6301

TBD, Assistant Principal  
Telephone: 737-931-2400  
Fax: 737-931-2401

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

Bee Cave Middle School  
5400 Vail Divide  
Austin, Texas 78738  
Amanda Prehn, Principal  
Laura Keogh, Assistant Principal  
Tres Ellis, Assistant Principal  
Telephone: 737-931-2400  
Fax: 737-931-2401

Serene Hills Elementary School  
3301 Serene Hills Drive  
Austin, Texas 78738  
Julie Nederveld, Principal  
Keegan Lueddecke, Assistant Principal  
Telephone: 512-533-7400  
Fax: 512-533-7401

Lake Travis High School  
3324 Ranch Road 620 South  
Austin, Texas 78738  
Gordon Butler, Principal  
Patrick Hinson, Associate Principal  
Roy Hudson, Assistant Principal  
Darnell Horton, Assistant Principal  
Melissa McWherter, Assistant Principal  
Zach Freed, Assistant Principal  
TDB, Assistant Principal  
Telephone: 512-533-6100  
Fax: 512-533-6101
PREFACE

To Students and Parents:

Welcome to school year 2019-2020. Education is a team effort, and we know that students, parents, teachers, and other staff members all working together can make this a wonderfully successful year for our students.

The Elementary Schools Student Handbook is designed to provide basic information that you and your child will need during the school year. The handbook is divided into two sections:

Section I—REQUIRED NOTICES AND INFORMATION FOR PARENTS—with notices that the district must provide to all parents, as well as other information to assist you in responding to school-related issues. We encourage you to take some time to closely review this section of the handbook; and

Section II—INFORMATION FOR STUDENTS AND PARENTS—organized alphabetically by topic for quick access when searching for information on a specific issue.

Please be aware that the term “parent”, unless otherwise noted, is used to refer to the parent, legal guardian, or any other person who has agreed to assume school-related responsibility for a student.

Both students and parents should become familiar with the Lake Travis Independent School District Student Code of Conduct, which is a document adopted by the board and intended to promote school safety and an atmosphere for learning. That document is located on the district website on the Handbook / Code of Conduct page and is available in hard copy upon request.

The Student Handbook is a general reference guide only and is designed to be in harmony with board policy and the Student Code of Conduct. Please be aware that it is not a complete statement of all policies, procedures, or rules that may be applicable in a given circumstance.

In case of conflict between board policy (including the Student Code of Conduct) and any provisions of the Student Handbook, the current provisions of board policy and the Student Code of Conduct are to be followed.

Also, please be aware that the Student Handbook is updated yearly, while policy adoption and revision may occur throughout the year. The district encourages parents to stay informed of proposed board policy changes by attending board meetings and reviewing newsletters and other communications explaining changes in policy or other rules that affect Student Handbook provisions. The district reserves the right to modify provisions of the Student Handbook at any time, whenever it is deemed necessary. Notice of any revision or modification will be given as is reasonably practicable under the circumstances.

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

After reading through the entire handbook with your child, bookmark it for reference during this
school year. If you or your child has questions about any of the material in this handbook, please contact a teacher, the counselor, or the principal.

**Accessibility**
If you have difficulty accessing the information in this document because of disability, please contact the office of the Assistant Superintendent for Learning and Teaching at 512-533-6023.

**DISTRICT POLICIES**

References to board policy codes throughout this Handbook are for ease of reference. The Lake Travis ISD Board Policy Manual contains the official, Board approved policies of the district and is available at the Central Administration Building. An unofficial electronic copy is available on the Lake Travis ISD Online Board Policy Manual.

**SECTION I: REQUIRED NOTICES AND INFORMATION FOR PARENTS**

This section of the Elementary School Student Handbook includes several notices that the district is required to provide to you, as well as other information related to certain rights of parents as specified in state or federal law.

**STATEMENT OF NONDISCRIMINATION**

In its efforts to promote nondiscrimination, the Lake Travis Independent School District does not discriminate on the basis of race, religion, color, national origin, gender, sex, disability, or any other basis prohibited by law, 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:**
- Holly Morris-Kuentz, Deputy Superintendent – 512-533-6020
- Evalene Murphy, Assistant Superintendent for Human Resources-512-533-6019
- Michael Drinkwater, Assistant Athletic Director – 512-533-6059

**Section 504 Coordinator, for concerns regarding discrimination on the basis of disability:**
- Elizabeth Deterra, Assistant Superintendent for Learning and Teaching – 512-533-6023
- Dr. Laura Abbott, Director of Special Services – 512-533-6460

All other concerns regarding discrimination:
- Holly Morris-Kuentz, Deputy Superintendent 512-533-6020

**AUTOMATED OR ELECTRONIC COMMUNICATION NOTICE**

**Emergency**
The District will rely on contact information on file with the District to communicate with parents in an...
emergency situation, which may include real-time or automated messages. An emergency purpose may include early dismissal or delayed opening because of severe weather or another emergency, or if the campus must restrict access due to a security threat. It is crucial to notify our child’s school when a phone number previously provided to the District has changed. Please see Emergency/Crisis Communication in this handbook for information regarding contact with parents during an emergency situation.

**Nonemergency**

Your child’s school will request that you provide contact information, such as your current phone number and email address, in order for the school to communicate items specific to your child, your child’s school, or the district. If you consent to receive such information through a landline or wireless phone, please ensure that you notify the school’s administration office immediately upon a change in or disconnection of your phone number. The district or school may generate automated or pre-recorded messages, text message, or real-time phone or email communication that are closely related to the school’s mission, so prompt notification of any change in contact information will be crucial to maintain timely communication with you. Standard messaging rates of your phone carrier may apply. If you have specific requests or needs related to how the district contacts you, please contact your child’s principal.

**PARENT AND FAMILY ENGAGEMENT**

**Working Together**

Both experience and research tell us that a child’s education succeeds best when there is good communication and a strong partnership between home and school. Your involvement and engagement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all of your child’s school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the teacher, school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child’s attendance and academic progress and contacting teachers as needed.
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor or principal, please call the school office for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. Please give 24-48 hours for a return phone call.
- Becoming a school volunteer. For further information, see policy GKG, the LTISD Volunteer Program and the LT Mentor Me Program.
- Participating in campus parent organizations. Parent organizations include Campus PTO/PTAs, Booster Clubs, and the Lake Travis Education Foundation. For further information, see the Parent Organizations and Associations and the Lake Travis Education Foundation websites.
- Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. For further information, see policies at BQA and BQB, and contact the campus directly.
● Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction. See policies at BDF, EHAA, FFA, and information in this handbook at School Health Advisory Council section.
● Serving on a committee to determine criteria to be used to evaluate the overall performance of the district and each campus in community and student engagement. For further information, please contact the campus principal.
● Being aware of the school’s ongoing bullying and harassment prevention efforts.
● Contacting school officials if you are concerned with your child’s emotional or mental well-being.
● Attending board meetings to learn more about district operations. See policies at BE and BED for more information.

PARENTAL RIGHTS

Consent Required Before Student Participation in Federally Funded Survey, Analysis or Evaluation

Your student 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 Participation in Other Types of Surveys or Screenings and the Disclosure of Personal Information

The Protection of Pupil Rights Amendment (PPRA) requires that a parent be notified when a survey is not funded by the U.S. Department of Education. A parent has a right to deny permission for his or her 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 student for the purpose of marketing or selling, or otherwise disclosing that information. Note that this does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.
● 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 spinal
screensings, or any physical examination or screening permitted or required under state law. [For further information, see policies EF and FFAA.]

As a parent, you may inspect a survey created by a third party before the survey is administered or distributed to your student.

Consent to Conduct a Psychological Evaluation

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

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

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

Teachers may display a student’s work in classrooms or elsewhere on campus as recognition of student achievement without seeking prior parental consent. These displays may include personally identifiable student information. Student work includes: artwork, special projects, photographs, original videos or voice recordings, and other original works. However, the district will seek parental consent before displaying a student’s work on the district’s website, a website affiliated or sponsored by the district (such as a campus or classroom website), or in district publications, which may include printed materials, videos, or other methods of mass communication.

RIGHT OF ACCESS TO STUDENT RECORDS, CURRICULUM MATERIALS, AND DISTRICT RECORDS/POLICIES

Teacher and Staff Professional Qualifications

A parent may request information regarding the professional qualifications of his or her student’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 whether the teacher is currently teaching in the field of discipline of his or her certificate. The parent also has the right to request information about the qualifications of any paraprofessional who may provide services to his or her student.

Instructional Materials

A parent has the right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered to his or her student. A parent is also entitled to request that the school allow the student to take home instructional materials used by the student. The school may ask the student to return the materials at the beginning of the next school day.

Notices of Certain Student Misconduct to Noncustodial Parent

A noncustodial parent may request in writing that he or she be provided, for the remainder of the school year, a copy of any written notice usually provided to a parent related to his or her child’s misconduct that may involve placement in a Disciplinary Alternative Education Program (DAEP) or expulsion. [See policy FO (LEGAL) and the Student Code of Conduct.]
Participation in Federally Required, State-Mandated, and District Assessments

A parent may request information regarding any state or district policy related to his or her child’s participation in assessments required by federal law, state law, or district policy.

Student Records

A parent may review his or her student’s records. These records include:

- Attendance records,
- Test scores,
- Grades,
- Disciplinary records,
- Counseling records,
- Psychological records,
- Applications for admission,
- Health and immunization information,
- Other medical records,
- Teacher and school counselor evaluations,
- Reports of behavioral patterns,
- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with your student, as the term intervention strategy is defined by law,
- State assessment instruments that have been administered to your student,
- Teaching materials and tests used in your student’s classroom.

Authorized Inspection and Use of Student Records

A federal law known as the Family Educational Rights and Privacy Act (“FERPA”) affords parents and eligible students certain rights with respect to student education records. For purposes of student records, an “eligible” student is one who is age 18 or older or who is attending an institution of postsecondary education. The rights afforded to parents and eligible students, as further discussed in this section, are:

- The right to inspect and review student records within 45 days after the day the school receives a request for access.
- The right to request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA.
- The right to provide written consent before the school discloses personally identifiable information from the student’s records, except to the extent that FERPA authorizes disclosure without consent.
- The right to file a complaint with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements. The name and address of the office that administers FERPA are:

  Family Policy Compliance Office
  U.S. Department of Education
  400 Maryland Avenue, SW
  Washington, DC 20202-5901

Both FERPA and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students certain rights of privacy. Before disclosing 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.
Virtually all information pertaining to student performance, including grades, test results, and disciplinary records, is considered confidential educational records.

Inspection and release of student records is primarily restricted to an eligible student or a student’s parents – whether married, separated, or divorced – unless the school is given a copy of a court order terminating parental rights or the right to access a student’s education records.

Federal law requires that, as soon as a student becomes 18, is emancipated by a court, or enrolls in a postsecondary institution, all rights under FERPA transfer from the parent to the student. The school may not release records to a parent of an eligible student unless the student has given consent, the student is a dependent for tax purposes, or in limited circumstances, a threat to the health and safety of the student or other individuals exists.

FERPA permits the disclosure of personally identifiable information from a student’s education records, without written consent of the parent or eligible student, in the following circumstances:

- When district school officials have what federal law refers to as “legitimate educational interest” in a student’s records. “School officials” include an employee, Board member, or agent of the District, including an attorney, a consultant, a contractor, a volunteer, a school resource officer, and any outside service provider used by the District to perform institutional services; an employee of a cooperative of which the District is a member or of a facility with which the District contracts for placement of students with disabilities; a contractor retained by a cooperative of which the District is a member or by a facility with which the District contracts for placement of students with disabilities; and a parent or student serving on an official committee, such as a disciplinary or grievance committee, or a Language Proficiency Assessment Committee, or a parent or student assisting another school official in performing his or her tasks. “Legitimate educational interest” in a student’s records includes working with the student; considering disciplinary or academic actions, the student’s case, or an individualized education program for a student with disabilities; compiling statistical data; reviewing an educational record to fulfill the official’s professional responsibility to the school and the student; or investigating or evaluating programs.
- To the authorized representative of various governmental agencies, including juvenile service providers, the U.S. Comptroller General’s office, the U.S. Attorney General’s office, the U.S. Secretary of Education, TEA, the U.S. Secretary of Agriculture’s office and Child Protective Services (CPS) caseworkers or other child welfare representatives, in certain cases.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school, school district/system, or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she is already enrolled.
- In connection with financial aid for which a student has applied or which the student has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school in order to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses information it has designated as directory information. [See Objecting to the Release of Directory Information below for further information.]

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

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

A parent or eligible student who wishes to inspect the student’s records should submit a written request to the records custodian identifying the records he or she wishes to inspect. Records may be inspected by a parent or eligible student during regular school hours. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records.

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

A parent (or eligible student) may inspect the student’s records and request a correction or amendment if the records are considered inaccurate, misleading, or otherwise in violation of the student’s privacy rights. A request to correct a student’s record should be submitted to the appropriate records custodian. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information in the record is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If the records are not amended as a result of the hearing, the parent or eligible student has 30 school days to exercise the right to place a statement commenting on the information in the student’s record.

Although improperly recorded grades may be challenged, contesting a student’s grade in a course or on examination is handled through the general complaint process found in policy FNG (LOCAL). A grade issued by a classroom teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district’s grading policy. [See Finality of Grades in FNG (LEGAL).]

The district’s policy regarding student records found at policy FL is available from the Superintendent’s office or on the district’s Website at www.ltisdschools.org.

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

**Objecting to the Release of Directory Information**

FERPA permits the district to disclose appropriately designated “directory information” from a student’s education records without written consent. “Directory information” is information that, if released, is generally not considered harmful or an invasion of privacy and will be released to anyone who follows procedures for requesting it.

The district has designated the following categories of information as directory information: student name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of student; degrees, honors, and awards received; dates of attendance; grade level; most recent educational institution attended; participation in officially recognized activities and sports; and weight and height of members of athletic teams.

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 student’s first day of instruction for this school year. [See the Student Directory Information Notice in the enrollment/reenrollment packet.]

**Objecting to the Release of Student Information to Military Recruiters and Institutions of Higher Education**

The district is required by federal law to comply with a request by a military recruiter or an institution of higher education for students’ names, addresses, and telephone listings, unless parents have advised the district not to release their student’s information without prior written consent. A form is available for you to complete if you do not want the district to provide this information to military recruiters or institutions of higher education.

**Consent to Video or Audio Record a Student When Otherwise not Permitted by Law**

State law permits the school to make a video or voice recording without parental permission for the following circumstances:

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

The district will seek parental consent through a written request before making any other video or voice recording of your student not otherwise allowed by law. [See Video Cameras for more information, including a parent’s right to request video and audio equipment be placed in certain special education classrooms or settings.]

**REMOVING A STUDENT FROM INSTRUCTION OR EXCUSING A STUDENT FROM A REQUIRED COMPONENT OF INSTRUCTION**

**Religious or Moral Beliefs**

A parent may remove his or her child temporarily from the classroom if a scheduled instructional activity conflicts with the parent’s religious or moral beliefs. The removal cannot be for the purpose of avoiding a test and may not extend for an entire semester. Further, the student must satisfy grade-level and graduation requirements as determined by the school and by state law.

**Tutoring or Test Preparation Purposes**

Based on informal observations, evaluative data such as grades earned on assignments or tests, or results from diagnostic assessments, a teacher may determine that a student is in need of additional targeted assistance in order for the student to achieve mastery in state-developed essential knowledge and skills. The schools will attempt to provide tutoring and strategies for test-taking in ways that prevent removal from other instruction as much as possible. In accordance with state law and policy EC, the school will not remove a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the school days on which the class is offered, unless the student’s parent consents to this removal.

Under State law, students with grades below 70 for a reporting period are required to attend tutorial services - if the district offers these services.
Also refer to policies EC and EHBC, and contact your student’s teacher with questions about any tutoring programs offered by the school.

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

A parent may request that his or her child be excused from participation in the daily recitation of the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. The request must be in writing. State law, however, requires that all students participate in one minute of silence following recitation of the pledges. [See **Pledges of Allegiance and a Minute of Silence** and policy EC (LEGAL).]

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

State law designates the week that includes September 17 as Celebrate Freedom Week and requires all social studies classes in grades 3–12 provide: (1) instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution and (2) a specific recitation from the Declaration of Independence. Per state law, a student may be excused from recitation of a portion of the Declaration of Independence if: (1) a parent provides a written statement requesting that his or her student be excused, (2) the district determines that the student has a conscientious objection to the recitation, or (3) a parent is a representative of a foreign government to whom the United States government extends diplomatic immunity. [See policy EHBK (LEGAL).]

**Limited Electronic Communications with Student by District Employees**

Teachers and other approved employees are permitted by the district to use electronic communication with students within the scope of the individual's professional responsibilities, as described by district guidelines (e.g., for classroom teachers, matters relating to class work, homework and tests; for an employee with an extracurricular duty, matters relating to the extracurricular activity).

If you prefer that your student not receive any one-to-one electronic communications from a district employee or if you have questions related to the use of electronic media by district employees, please contact the campus principal.

**Human Development Instruction**

As a part of the district’s curriculum, students receive instruction related to human development. The School Health Advisory Council (SHAC), campus nurses, and the Learning & Teaching Services department are involved in creating the Human Development Scope and Sequence.

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

- Present abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age;
- Devote more attention to abstinence from sexual activity than to any other behavior;
- Emphasize that abstinence is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted diseases, and the emotional trauma associated with adolescent sexual activity;
- Direct adolescents to a standard of behavior in which abstinence from sexual activity before marriage is the most effective way to prevent pregnancy and sexually transmitted diseases; and
- If included in the content of the curriculum, teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates.
In 4th grade, students receive 1 lesson targeting maturation and hygiene and in 5th grade, students receive one lesson focusing on puberty. In both 4th and 5th grades, the boys and the girls are taught separately.

In accordance with state law, below is a summary of the district’s curriculum regarding human development instruction:

The purpose of the human sexuality curriculum and programming at the elementary level is to help young people understand the changes in their bodies using developmentally appropriate terminology.

As a parent, you are entitled to review the curriculum materials. In addition, you may remove your student from the human development instruction with no academic, disciplinary, or other penalties. You may also choose to become more involved with the development of curriculum used for this purpose by requesting to be on the SHAC as a parent representative for your campus (as designated slots become available.). Please see the campus principal for additional information.

**STUDENTS WITH EXCEPTIONALITIES OR SPECIAL CIRCUMSTANCES**

**School Safety Transfer/Assignment**

A parent may:

- Request the transfer of your student to another classroom or campus if your student has been determined by the district to have been a victim of bullying, which includes cyberbullying, defined by Education Code 37.0832. Transportation is not provided for a transfer to another campus. See the campus principal for information.
- Consult with district administrators if your student has been determined by the district to have engaged in bullying and the board decides to transfer your student to another classroom or campus. Transportation is not provided for a transfer to another campus. [See Bullying, policy FDB, and policy FFI.]
- Request the transfer of your student to attend a safe public school in the district if your student attends school at a campus identified by TEA as persistently dangerous or if your student has been a victim of a violent criminal offense while at school or on school grounds. [See policy FDE.]
- Request the transfer of your student to another district campus if your student has been the victim of a sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault. If the victim does not wish to transfer, the district will transfer the assailant in accordance with policy FDE.

**Accommodations for Children of Military Families**

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

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

In addition, absences related to a student visiting with his or her parent, including a stepparent or legal
guardian, who has been called to active duty for, is on leave from, or is returning from a deployment of at least four months will be excused by the district. The district will permit no more than five excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent’s return from deployment.

Additional information may be found at Military Family Resources at the Texas Education Agency.

Multiple-Birth Siblings

State law permits a parent of multiple-birth siblings (e.g., twins, triplets, etc.) assigned to the same grade and campus to request that the children be placed either in the same classroom or in separate classrooms. Written requests must be submitted no later than the 14th day after the students’ enrollment. [See policy FDB (LEGAL).] Administration will approve your request unless it would require the district to add an additional class to the applicable grade level of the siblings. Requests will also not be granted if a different placement has been determined by a student’s ARD committee or if the student’s placement is changed in accordance with the Student Code of Conduct. Administration may also move a student to a different class is the placement is not successful and a change is necessary.

The Use of a Service/Assistance Animal

A parent of a student who uses a service/assistance animal because of the student’s disability must submit a request in writing to the principal before bringing the service/assistance animal on campus. The district will try to respond to a request as soon as possible but will do so within ten district business days. [See Board Policy FBA (LEGAL).]

Students in the Conservatorship of the State (Foster Care)

A student who is currently in the conservatorship (custody) of the state and who enrolls in the district after the beginning of the school year will be allowed credit-by-examination opportunities outside the district’s established windows, and the district will grant proportionate course credit by semester (partial credit) when a student only passes one semester of a two-semester course.

A student who is currently in the conservatorship (custody) of the state and who is moved outside of the district’s or school’s attendance boundaries, or who is initially placed in the conservatorship of the state and who is moved outside the district’s or school’s boundaries, is entitled to continue in enrollment at the school he or she was attending prior to the placement or move until the student reaches the highest grade level at the particular school. In addition, if a student in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, the student can request to receive a diploma from the previous district if he or she meets the criteria to graduate from the previous district.

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

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

Please contact the Director of Health and Social Emotional Learning, who has been designated as the district’s foster care liaison, at 512-533-5940 with any questions.

**Students Who Are Homeless**

Students who are homeless will be provided flexibility regarding certain district provisions, including:

- Proof of residency requirements;
- Immunization requirements;
- Educational program placement, if the student is unable to provide previous academic records or misses an application deadline during a period of homelessness;
- Credit-by-examination opportunities at any point during the year (if the student enrolled in the district after the beginning of the school year) per State Board of Education (SBOE) rules;
- The award of partial credit (awarding credit proportionately when a student passes only one semester of a two-semester course);
- Eligibility requirements for participation in extracurricular activities; and
- Graduation requirements.

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

Federal law also allows a homeless student to remain enrolled in what is called the “school of origin” or to enroll in a new school in the attendance area where the student is currently residing.

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

For information on services for homeless students, contact the district’s Liaison for Homeless Children and Youths, the Director of Health and Social Emotional Learning, at 512-533-5940.

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

For those students who are having difficulty in the regular classroom, all school districts and open enrollment charter schools must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts and charter schools to meet the needs of all struggling students.

If a student is experiencing learning difficulties, his or her parent may contact the individual(s) listed below to learn about the school’s overall general education referral or screening system for support services. This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine if the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.
**Special Education Referrals**

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

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

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

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

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

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

**Contact Person for Special Education Referrals**

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

Dr. Laura Abbott, Director of Special Services, 512-533-6460

**Section 504 Referrals**

Each school district or charter school must have standards and procedures in place for the evaluation and placement of students in the district or charter school’s Section 504 program. Districts and charter schools must also implement a system of procedural safeguards that includes notice, an opportunity for a parent or guardian to examine relevant records, an impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and a review procedure.
Contact Person for Section 504 Referrals

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

Dr. Laura Abbott, Director of Special Services, 512-533-6460

Additional Information

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

- Legal Framework for the Child-Centered Special Education Process
- Partners Resource Network
- Special Education Information Center
- Texas Project First
- Education Service Center, Region 13
- Education Service Center, Region 10, State Dyslexia helpline at 800-232-3030
- Special Education Information Center at 855-773-3839 (inquire@spedtx.org)

Notification to Parent of Intervention Strategies for Learning Difficulties Provided to Student in General Education

The district will annually notify parents that it provides assistance to students, other than those already enrolled in a special education program, who need assistance for learning difficulties, including intervention strategies.

Students Who Receive Special Education Services with Other School-Aged Children in the Home

If a student is receiving special education services at a campus outside his or her attendance zone, 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. However, the district is not required to provide transportation to the other students in the household. The parent or guardian should speak with the principal of the school regarding any transportation prior to requesting a transfer for any other students in the home. [See policy FDB (LOCAL).]

Students with Physical or Mental Impairments Protected under Section 504

A student determined to have a physical or mental impairment that substantially limits a major life activity, as defined by law, and who does not otherwise qualify for special education services, may qualify for protections under Section 504 of the Rehabilitation Act of 1973, as amended. Section 504 is a federal law designed to prohibit discrimination against individuals with disabilities. When an evaluation is requested, a committee will be formed to determine if the student is in need of services and supports under Section 504 to receive a free appropriate public education (FAPE), as this is defined in federal law. [See Policy FB; see also Aiding Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services.]

Students Who Speak a Primary Language Other than English

A student may be eligible to receive specialized support if his or her primary language is not English, and the student has difficulty performing ordinary classwork in English. If the student qualifies for these extra services, the Language Proficiency Assessment Committee (LPAC) will determine the types of services the student needs, including accommodations or modifications related to classroom instruction, local assessments, and state-mandated assessments.
SECTION II: INFORMATION FOR STUDENTS AND PARENTS

Topics in this section of the handbook contains important information on academics, school activities, and school operations and requirements. Take a moment with your student to become familiar with the various issues addressed in this section. It is conveniently organized in alphabetical order to serve as a quick-reference when you or your student has a question about a specific school-related issue. Should you be unable to find the information on a particular topic, please contact your student’s campus principal.

ABSENCES/ATTENDANCE

Regular school attendance is essential for a student to make the most of his or her education—to benefit from teacher-led and school activities, to build each day’s learning on the previous day’s, and to grow as an individual. Absences from class may result in serious disruption of a student’s mastery of the instructional materials; therefore, the student and parent should make every effort to avoid unnecessary absences. Two state laws, one dealing with the required presence of school-aged children in school (e.g., compulsory attendance) and the other with how a student's attendance affects the award of a student’s final grade or course credit are of special interest to students and parents. They are discussed below.

Compulsory Attendance

Age 19 or Older

A student who voluntarily attends or enrolls after his or her 19th birthday is required to attend each school day until the end of the school year. If a student age 19 or older has more than five (5) unexcused absences in a semester, the district may revoke the student’s enrollment. The student’s presence on school property thereafter would be unauthorized and may be considered trespassing. [See policy FEA.]

Between Ages 6 and 19

State law requires that a student between the ages of 6 and 19 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.

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

A student will be required to attend any assigned accelerated instruction program, which may occur before or after school or during the summer, if the student does not meet the passing standards on the state assessment for his or her grade level and/or applicable subject area.

Pre-Kindergarten and Kindergarten

Students enrolled in prekindergarten and kindergarten are required to attend school and are subject to the compulsory attendance requirements as long as they remain enrolled.
**Excused Absences for Compulsory Attendance Determinations**

State law allows certain exemptions to the compulsory attendance requirements for several types of absences if the student makes up all work and presents the acceptable documentation. Acceptable documentation must be provided to the campus within 3 days after the student returns to school. If the student meets these requirements, the student will not be counted absent and will be considered in attendance be funding purposes, promotion, and credit.

<table>
<thead>
<tr>
<th><strong>Excused Absences</strong></th>
<th><strong>Acceptable Documentation</strong></th>
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</thead>
<tbody>
<tr>
<td>Observing religious holy days (One day for the observance, one day for travel to, and one day for the returning travel.)</td>
<td>Note provided by parent</td>
</tr>
<tr>
<td>Attending a documented appointment with a healthcare professional (face-to-face) if student commences classes or returns to school on the day of the appointment</td>
<td>Note from health care professional that is signed and dated</td>
</tr>
<tr>
<td>Appearing at a governmental office to complete paperwork related to application for US citizenship or taking part in a US naturalization oath ceremony</td>
<td>Documentation from the US Citizenship and Immigration Service Department stating that the absence was due to applying for citizenship or a copy of letter detailing the ceremony information</td>
</tr>
<tr>
<td>Receiving generally recognized services for autism spectrum disorder resulting from treatment by a healthcare professional (as defined by Tex. Insurance Code §1355.015(b)) if the student commences classes or returns to school on the day of the appointment</td>
<td>Note from the health care professional that is signed and dated</td>
</tr>
<tr>
<td>Visiting a college or university as a junior or senior (up to 2 days)</td>
<td>Written documentation from the college or university admissions office [See College Days for further information on the procedures.]</td>
</tr>
<tr>
<td>Serving as an early voting clerk or an election clerk (up to 2 days in a school year)</td>
<td>Note from the election clerk</td>
</tr>
<tr>
<td>Sounding TAPS at a military honor funeral held in Texas for a deceased veteran (grades 6-12)</td>
<td>Note provided by parent or a copy of the funeral program</td>
</tr>
<tr>
<td>Participating in a school board approved activity that is under the direction of a professional staff member</td>
<td>Signed permission slip for approval to participate</td>
</tr>
<tr>
<td>Participating in mentorship approved by District personnel to serve as one or more of the advanced measures needed to complete the Distinguished Achievement Program</td>
<td>A signed note from the mentor sponsor stating that the student is participating in a mentorship program</td>
</tr>
<tr>
<td>Enrolled in one or more TxVSN courses but attend part of the day at a regular campus and not scheduled to be on</td>
<td>Enrollment and approval forms from TXVSN coordinator</td>
</tr>
<tr>
<td>Campus during official attendance taking time</td>
<td>Copy of deployment order or other official military documentation</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td>Visiting a parent, stepparent, or legal guardian who is called to military duty, is on leave or immediately returned from continuous deployment of at least 4 months (for up to 5 days)</td>
<td></td>
</tr>
<tr>
<td>Attending a court appearance (including one day of excused travel to the site and one day of excused travel returning from site)</td>
<td>Copy of a subpoena or other court documents requiring the student to attend.</td>
</tr>
<tr>
<td>Participating in an activity ordered by court or required by a service plan, for students in the conservatorship of DFPS</td>
<td>Documentation from DFPS of the required activity</td>
</tr>
<tr>
<td>Pursuing enlistment in a branch of the U.S. armed services or Texas National Guard, for students 17 years of age or older (for up to 4 days)</td>
<td>Signed verification of attendance from a designee of the armed services or Texas National Guard within 5 days of absence(s).</td>
</tr>
<tr>
<td>Attendance at an off-campus dual credit program course and not scheduled to be on campus during any part of the school day</td>
<td>Documentation of enrollment and attendance in the program by the official provider</td>
</tr>
<tr>
<td>Attendance at an off-campus work-based learning opportunity and not scheduled to be on campus during any part of the school day</td>
<td>Documentation of enrollment and attendance in the program by the official provider</td>
</tr>
<tr>
<td>Attendance in a short-term class that is provided by the Texas School for the Blind and Visually Impaired (TSBVI) or the Texas School for the Deaf (TSD) at a location other than the student’s campus (travel days not included)</td>
<td>Documentation of enrollment and attendance in the program by the official provider</td>
</tr>
<tr>
<td>Participation in UIL or other board-approved extracurricular activity</td>
<td>A list of students participating, if the students are participating in an activity that is approved by the board and is under the direction of a professional staff member, adjunct staff member, or a paraprofessional staff member of the district.</td>
</tr>
</tbody>
</table>

**Other Excused Absences**

The district allows for certain other temporary absences if the student presents the acceptable documentation. Acceptable documentation must be provided to the campus within 3 days after the student returns to school. If the student meets these requirements, **the student will be counted absent but the absences will be considered excused.**

<table>
<thead>
<tr>
<th>Other Excused Absences</th>
<th>Acceptable Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Illness</td>
<td>Note provided by parent.</td>
</tr>
</tbody>
</table>
A student absent for more than 5 consecutive days must bring a note from the doctor’s office verifying the illness or condition that caused the student’s extended absence.

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

| Family Emergency (e.g., severe illness or death of immediate family) | Note provided by parent |
| Weather or road conditions making travel dangerous | Note provided by parent (with principal approval) |
| Participating in early and periodic screening, diagnosis and treatment program by TDHS and Medicaid eligible | Note from TDHS or person providing services that is signed and dated |

**Documentation After an Absence**

Acceptable documentation must be provided to the campus within 3 days after the student returns to school.

Notes from parents may be emailed from the parent’s email address to the school’s campus attendance office. Notes signed by students, even with the parent’s permissions, will not be accepted unless the student is age 18 or older or is an emancipated minor under state law.

Phone calls cannot be accepted as appropriate documentation for any absence.

In the event that a student knows in advance that he/she must be absent for 3 or more days, the parent or student should notify the attendance office so that the attendance clerk can notify the student’s teacher(s).

Failure to present acceptable documentation of an absence will result in the absence being counted as unexcused.

An absence from school with consent of the parent for any reason other than those listed above may be considered an unexcused absence.

**Failure to Comply with Compulsory Attendance**

**All Grade Levels**

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.

**Students with Disabilities**

If a student with a disability is experiencing attendance issues, the student’s ARD committee or Section

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entire attendance record and the reasons for absences and shall determine whether to award credit or a final grade.

The attendance committee may also, whether a petition is filed or not, review the records of all students whose attendance drops below 90 percent of the days the class is offered.

Students who have lost credit or have not received a final grade because of excessive absences may regain credit or be awarded a final grade by fulfilling the requirements established by the attendance committee.

All absences, whether excused or unexcused, must be considered in determining whether a student has attended the required percentage of days for purposes of receiving credit or a final grade. In determining whether there were extenuating circumstances for the absences, the attendance committee shall use the following guidelines:

- If makeup work is completed satisfactorily, absences for the reasons listed above at **Excused Absences for Compulsory Attendance** will be considered days of attendance for purposes of attendance for credit or the award of a final grade.
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district.
- 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 the acceptability and authenticity of documented reasons for the student’s absences.
- 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 or final grade.

The campus attendance committee may impose any of the following conditions for students with excessive absences to regain credit or be awarded a final grade:

- Completing additional assignments, as specified by the committee or teacher;
- Attending tutorial sessions as scheduled, which may include Saturday classes or before- and after-school programs;
- Maintaining the attendance standards for the rest of the semester;
- Taking an examination to earn credit [see EHDB];
- Attending a flexible school day program;
- Attending summer school;
- Fulfilling any other stipulation deemed appropriate by the committee.

The student or parent may appeal the committee’s decision in accordance with policy FNG (LOCAL).

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

**Official Attendance-Taking Time**

The district must submit attendance of its students to Texas Education Agency (TEA) reflecting...
attendance at a specific time each day.

Official attendance at the elementary schools is taken every day at 10:00 am.

A student absent for any portion of the day, including at the official attendance-taking time, should follow the procedures in **Documentation After an Absence** to provide appropriate documentation of the absence.

**Extracurricular and UIL Absences**

The district makes no distinction between absences for UIL activities and absences for other extracurricular activities approved by the Board. The district does not limit an eligible student’s absences related to participation in extracurricular activities. [See policy FM.]

**ACADEMIC INFORMATION**

**Instructional Programs**

The State Board of Education (SBOE) has adopted the Texas Essential Knowledge and Skills (TEKS) for each subject and grade level of the required Foundation Curriculum. For more information please review TEA’s **Texas Essential Knowledge and Skills** webpage.

**Other Instructional Programs**

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

The Bilingual Program: Provides instruction for students whose second language is English. LTISD uses the Gomez and Gomez One-Way Dual Language model for bilingual instruction in the elementary grades. Students receive academic instruction in both Spanish and English with the intent of developing biliteracy. The goal of the bilingual program is to develop high levels of academic achievement through bilingualism and biliteracy.

English as a Second Language (ESL) Program: Provides support for students whose second language is English. This program is provided to students in the general education classroom who do not qualify for the One-Way Gomez and Gomez Dual Language program and who need support in English language proficiency.

The Special Education Program: Provides a full continuum of educational opportunities for students with disabilities and serves 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 students 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.

Section 504 Program: Provides a full continuum of educational opportunities for students with disabilities through Special Education and Section 504 services, and serves 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 students 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. Please contact the Department of Special Services at
512-533-6460 for more information.

Technology Applications: Includes the teaching, learning, and integration of digital technology knowledge and skills across the curriculum, especially in the foundation areas, to support learning and promote student achievement.

Counseling: Intended to guide students into making quality decisions and developing productive, healthy relationships.

**Grading – Guiding Principles**

Following are the guiding principles, which represent the elementary schools’ philosophy on assigning grades to student work and reporting grades to students and parents.

- Parents and students will be informed of student progress through progress reports, report cards, and the Parent Portal on Skyward.
- 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.
- Students must complete all assignments.
- Zeros may be recorded on interim reports, but the assignment must be completed by the end of the grading period and the zero must be replaced by a grade which reflects the student’s level of mastery.

**Weighting Grades**

Grades should carry the following weight:

Formative = 40%

Summative = 50%

Homework and/or participation = 10%

**Late Work**

The student will be given 2-5 days to complete any late work, depending on the time needed to complete the assignment. This should occur a minimal number of times within the grading period.

**Reteaching and Retesting**

Reteaching is an instructional practice intended to ensure mastery of content. Reteaching shall be defined as another presentation of content to provide an additional opportunity for a student to learn. Reteaching may vary from subject to subject or from class to class, and even from student to student. It may be as simple as repeating the concept. Reteaching occurs during the regularly allocated time for instruction in a particular subject or during tutorials scheduled for the subject area. Following reteaching, concepts/skills may be retested/checked and recorded in the grade book for formal assessments only. Retesting refers to the unit/chapter/ or assessments covering several instructional objectives, concepts, or skills that are not routine. Retesting is not intended to solely improve students’ grades; therefore, retesting will not be offered for daily grades, routine quizzes, projects, or assessments covering few objectives (e.g., spelling tests, math fact checks, routine timed quizzes, daily practice). In the event that a student fails the assignment following the reteach and reassessment opportunity, the greater of the two grades is used. Not all work assigned to students for completion will be recorded as a grade in the gradebook. If instructional efforts are unsuccessful, a campus RTI committee will review the student’s data to determine whether the student needs additional supports/interventions and whether or not the student should be referred for a Section 504 or special education evaluation.
Report Cards and Progress Reports

Student progress is given to parents through report cards, parent-teacher conferences, Skyward (grade book), and progress reports. Report cards with each student’s grades or performance and absences are issued once every grading periods. Each grading period is approximately 9 weeks long.

During the fourth week of each nine-week grading period, parents will receive a written progress report if their student’s performance in a foundation curriculum subject is unsatisfactory.

Teachers follow grading guidelines that have been approved by the principal and are designed to reflect each student’s academic achievement for the grading period, semester, or course.

State law provides that an examination or course grade issued by a classroom teacher is final and may not be changed unless the grade is arbitrary, erroneous, or not consistent with school district grading policy, as determined by the board of trustees. The board’s decision may not be appealed. [See policy EIA (LOCAL).]

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

Report Card Grading

Grades Pre-K–2

Report cards for students in grades Pre-Kindergarten through second grade are “Skills-Based”, reflecting the knowledge and skills taught at the specific grade level. Both core subject area skills (e.g., math, reading, science, and social studies) and enrichment classes (e.g., social/emotional skills, art, music, and physical education) will be reported using a rubric of 1-4 reflecting the following:

1 = Skill/Concept: Exhibits with direct assistance / Behavior: Rarely exhibits
2 = Skill/Concept: Exhibits with continued support/Behavior: Sometimes exhibits
3 = Skill/Concept: Exhibits with minimal guidance / Behavior: Frequently exhibits
4 = Skill/Concept: Exhibits mastery independently at expected level / Behavior: Consistently exhibits

Grades 3–5

The primary purpose for grading is communication. Every effort will be made to grade in a manner that will assist the student and his/her parents in understanding the process in a course. Report cards for students in grades third through fifth use a numeric system of 0% - 100% to indicate the degree of mastery of district curriculum for the core subject areas (e.g., math, reading, science, and social studies).

Achievement Grades:
90-100 A
80- 89 B
70-79 C
69-Below F  Failing
I-Incomplete Incomplete work to be completed

For enrichment classes (e.g., art, music, and physical education), report cards reflect a more holistic rubric as follows:

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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

**Transfer Grades**

Students enrolling in a Lake Travis ISD school after the beginning of a grading period will receive reported 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.

**Promotion and Retention**

A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level, the recommendation of the student’s teacher, the score received on any criterion-referenced or state-mandated assessment, and any other necessary academic information as determined by the district.

**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.

Promotion to the next grade level shall be based on an overall average of 2 on a scale of 1-3 based on course-level, grade-level standards (essential knowledge and skills) for language arts and mathematics.

If this standard is not met, the teacher will communicate with the principal and parent(s) regarding the development of an intervention plan for the next grade.

**Grades 3—5**

In grades 3-5, a student will be promoted to the next grade level if:

1. A final grade of 70 or above has been earned in both language arts and mathematics; a  
2. 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;  
3. The student has not failed social studies or science for two consecutive school years; and  
4. The student has met the state attendance requirement for the school year.

**Additional Promotion Requirements**

In addition, students in grade 5 – with limited exceptions – will be required to pass the State of Texas Assessment of Academic Readiness (STAAR), if the student is enrolled in a public Texas school on any day between January 1 and the date of the first administration of the STAAR.

In order to be promoted to grade 6, students enrolled in grade 5 must perform satisfactorily on the mathematics and reading sections of the grade 5 assessments in English or Spanish.
If a student in grades 3-5 is enrolled in a class or course intended for students above his or her current grade level in which the student will be administered a state-mandated assessment, the student will be required to take an applicable state-mandated assessment only for the course in which he or she is enrolled, unless otherwise required to do so by federal law.

A student in grade 5 will have two additional opportunities to take a failed assessment. 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 and the student must complete additional instruction before beginning the next grade level. Whether the student is retained or promoted, an educational/intervention 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 policy EIE.]

Certain students—some with disabilities and some classified as English learners—may be eligible for exemptions, accommodations, or deferred testing. An admission, review, and dismissal (ARD) committee meeting will be convened if a student receiving special education services in grade 5 or 8 fails to meet satisfactory performance after the first STAAR administrations in reading or math. For more information, see the principal, school counselor, or special education director.

Parents of a student at or above grade level 3 who does not perform satisfactorily on his or her state-mandated exams will be notified that their student will participate in specialized instruction designed to improve performance. The student may be required to participate in this instruction before or after normal school hours or outside of the normal school year. Failure of a student to attend these programs may result in violations of required school attendance as well as the student not being promoted to the next grade level.

**Credit by Examination for Advancement/Acceleration – For a Student to Advance a Grade Level**

A student will be permitted to take an examination to earn credit for a grade level for which the student has had no prior instruction (i.e., for advancement or to accelerate to the next grade level). The examinations offered by the district are approved by the district’s board of trustees. The dates on which examinations are scheduled will be published in appropriate district publications and on the district’s website. The only exceptions to the published dates will be for any examinations administered by another entity besides the district or if a request is made outside of these time frames by a student experiencing homelessness or by a student involved in the foster care system. When another entity administers an examination, a student and the district must comply with the testing schedule of the other entity. During each testing window provided by the district, a student may attempt a specific examination only once.

The district shall not charge for an examination for acceleration on the published dates or alternate dates. The district may deny a parent’s or student’s request for an alternate examination or alternate date. If the district grants a request for an alternate examination, it may administer and recognize results of a test purchased from Texas Tech University or the University of Texas at Austin.

If a student plans to take an examination, the student (or parent) must register on the district’s website no later than 30 days prior to the scheduled testing date.

For additional information, including registration and dates, please see the Exam for Acceleration
(Without Prior Instruction) page on the District’s website and policy EHDC.

**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. 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.

Students must be 5 years old at the beginning of the school year and must be enrolled in kindergarten in an LTISD school before a parent can request testing for acceleration.

Lake Travis ISD’s acceleration process includes a multi-phase assessment procedure. When a student fails to meet the criteria to move to the next step, the parents of the student will be informed that the child will not be assessed further. In accordance with State Board rules, the Lake Travis ISD Board of Trustees has approved the following procedures.

<table>
<thead>
<tr>
<th>Step</th>
<th>Process</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Parent discusses need for acceleration with campus administrator.</td>
<td>First 4 weeks of school</td>
</tr>
<tr>
<td>2</td>
<td>Parent completes a parent nomination checklist and returns to the campus administrator.</td>
<td>By the fourth Friday from the first day of school</td>
</tr>
<tr>
<td>3</td>
<td>Staff gather language arts and math data using the universal screener for kindergarten.</td>
<td>By the sixth Friday from the first day of school</td>
</tr>
<tr>
<td>4</td>
<td>Grade Placement Committee (GPC) reviews the data and parent nomination checklist.</td>
<td>By the seventh Friday from the first day of school</td>
</tr>
<tr>
<td>5</td>
<td>GPC determines if student meets outlined criteria and additional testing is warranted. Parents are notified of the GPC’s decision.</td>
<td>After the seventh Friday from the first day of school</td>
</tr>
<tr>
<td>6</td>
<td>Identified students are assessed with the exams for acceleration from the University of Texas in the areas of language arts, math, science, and social studies for Kindergarten. Testing is conducted at the student’s campus.</td>
<td>During the eighth week of school</td>
</tr>
<tr>
<td>7</td>
<td>GPC reviews the results from the acceleration tests. Students who score at or above 80% on all four exams meet the criteria and are eligible to be accelerated to grade one. Parents are notified of the student’s placement.</td>
<td>Before the end of the first grading period</td>
</tr>
</tbody>
</table>

For additional information please contact the school counselor or visit the Exam for Acceleration (Without Prior Instruction) page on the District’s website. Appeals of the decision shall be handled in accordance with policy FNG (LOCAL).

**Grades 1—5**

A student in grades 1-5 will be eligible to accelerate to the next grade level if (1) the student scores at least 80 on each examination in the subject areas of language arts, mathematics, science, and social
studies; (2) a district administrator recommends that the student be accelerated; (3) and the student’s parent or guardian gives written approval of the grade advancement. Tests for acceleration will be offered quarterly. Science and Social Studies are administered first prior to ordering Math and Language Arts assessments.

ACCOUNTABILITY UNDER STATE AND FEDERAL LAW

Lake Travis ISD and each of its campuses are held to certain standards of accountability under state and federal law. A key component of the accountability requirements is the dissemination and publication of certain reports and information, which include:

- The Texas Academic Performance Report (TAPR) for the district, compiled by TEA, the state agency that oversees public education, based on academic factors and ratings;
- A School Report Card (SRC) for each campus in the district compiled by TEA based on academic factors and ratings;
- The district’s financial management report, which will include the financial accountability rating assigned to the district by TEA; and
- Information compiled by TEA for the submission of a federal report card that is required by federal law.

This information can be found on the district’s website at https://www.ltisdschools.org/accountability. Hard copies of any reports are available upon request to the district’s administration office.

TEA also maintains additional accountability and accreditation information at TEA Performance Reporting Division and the TEA homepage.

ANNOUNCEMENTS

Announcements occur daily and include important information such as directions for assemblies, meetings, activities, and safety drills. Teachers and students should listen carefully to all announcements and/or read announcements delivered via email or online newsletters.

BACKPACKS/BOOK BAGS

Carrying backpacks/book bags 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.

BULLYING

Bullying is defined in Section 37.0832 of the Education Code as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:

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

Bullying includes cyberbullying. Cyberbullying is defined by Section 37.0832 of the Education Code as bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

The district is required to adopt policies and procedures regarding:

• Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
• Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
• Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Bullying is prohibited by the district and could include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name-calling, rumor-spreading, or ostracism.

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, school counselor, principal, or another district employee as soon as possible to obtain assistance and intervention. The administration will investigate any allegations of bullying or other related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying. A student may anonymously report an alleged incident of bullying by using the District’s Cavs Who Care tip line located on the district website and each campus website as well as the District mobile app.

If the results of an investigation indicate that bullying has occurred, the administration will take appropriate disciplinary action and may notify law enforcement in certain circumstances. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying. Available counseling options will be provided to these individuals, as well as to any students who have been identified as witnesses to the bullying.

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

Upon the recommendation of the administration, the board may, in response to an identified case of bullying, decide to transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student’s parent, the student may also be transferred to another campus in the district. The parent of a student who has been determined by the district to be a victim of bullying may request that his or her student be transferred to another classroom or campus within the district. [See Safety Transfers/Assignments]

A copy of the district’s policy is available in the principal’s office, superintendent’s office, and on the

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district’s website, and is included at the end of this handbook in the form of an appendix. Procedures related to reporting allegations of bullying may also be found on the district’s website.

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

**CAVS WHO CARE TIP LINE**

The **Cavs Who Care Tip Line** provides an easy and confidential way for students and parents to report bullying, harassment, or other personal crisis. You can leave an anonymous tip on the LTISD or any campus website 24-hours-a-day, seven days a week. However, the tip line is currently monitored during regular school business hours. The Cavs Who Care Tip Line is also available on the LTISD app.

In the event of an emergency or an immediate need, please call 911, your campus principal, or the National Suicide Prevention Lifeline at 1-800-273-TALK (8225).

**CELEBRATIONS**

**Birthday Recognition**

Birthdays are no longer celebrated in the classroom with food. On a student’s birthday, the student will receive a birthday coupon for a treat intended to be redeemed in the cafeteria. Family members are welcome to join their child for lunch. For students whose birthdays occur on a non-instructional day, they will receive their coupon on another instructional day.

**Classroom Parties**

Elementary schools are allowed up to 6 exemption days per school year where the USDA Smart Snacks in Schools Guidelines do not have to be followed. Elementary schools will designate these exemption days and class parties will correspond with these exemption days. These parties should be planned for no longer than 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. Students must be in attendance for at least half the day to attend a classroom party. **No siblings may attend parties.**

Food and celebrations often go hand-in-hand and the district has developed certain procedures to promote wellness and student safety.

In accordance with the district’s wellness policy and regulation, the following requirements must be followed:

- One fruit or vegetable must be present during an exempt classroom party/celebration.
- At no time may celebrations involving food or beverages compete with the school meal program, as described in the local wellness policy FFA.

In accordance with the district’s **Food Allergy Management Plan**, the following general protocols must be followed for classrooms identified as having a student with a Severe Food Allergy:

- Food brought into the classroom must be store-bought. Other than fruits and vegetables, food must be delivered to the classroom in the original packaging.
● Teachers and/or paraprofessionals assigned to the classroom will monitor the food brought in by students/parents for the identified allergen. Students/parents will not be allowed to bring in food with the identified allergen listed as an ingredient.
● **NOTE:** Individual classrooms may have other protocols and procedures in place with regard to food in the classroom based on the individual needs of students. Any additional protocols or procedures will be communicated to parents as necessary.

**CELL PHONES, CAMERAS, AND OTHER PERSONAL ELECTRONIC DEVICES**

Student use of personal telecommunications and other electronic devices in school is allowed, subject to the LTISD Student Code of Conduct, LTISD Student Acceptable Use Policy, and the discretion of the teacher and other campus personnel. LTISD personnel will direct students in the appropriate use of personal telecommunications and other electronic devices, which at times may be encouraged, and at other times may require that the devices are to be turned off and put away for certain activities. Personal telecommunications and other electronic devices, including smart watches, may not be allowed to disrupt classes or educational purposes. Personal telecommunications and other electronic devices may be collected by the teacher or other LTISD personnel to prevent disruption to the learning environment. Personal telecommunications and other electronic devices that negatively impact the LTISD computing environment or network may be shut down or blocked to prevent disruption of service to others.

A student shall obtain prior approval before using personal telecommunications or other electronic devices for on-campus instructional purposes. The student shall also acknowledge receipt and understanding of the **Acceptable Use Policy (AUP)** located in the Appendix.

The District prohibits unauthorized audio or visual recordings or transmission of audio or visual recordings of other students or staff. [See Policy FNCE (LOCAL)].

If a teacher or other LTISD personnel determines it is necessary to collect or confiscate student personal telecommunications and other electronic devices, the principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

The use of cell phones in locker rooms, restroom areas, or other areas of student privacy while at school is strictly prohibited. The school is not responsible for damaged, lost or stolen items of this nature.

Any disciplinary action will be in accordance with the Student Code of Conduct and may include confiscation of the device.

**Unacceptable and Inappropriate Use of Technology Resources**

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

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as “sexting,” will be disciplined according to the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement authorities.
enforcement. Because engaging in this type of behavior can lead to bullying or harassment, as well as possibly impede future endeavors of a student, we encourage you to review with your child http://beforeyoutext.com, a state-developed program that addresses the consequences of engaging in inappropriate behavior using technology.

In addition, any student who engages in conduct that results in a breach of the district’s computer security will be disciplined in accordance with the Student Code of Conduct, and, in some cases, the consequence may rise to the level of expulsions.

**CHANGE OF ADDRESS OR PHONE NUMBER**

The registrar’s office should be notified immediately of a change of home, business, or cell phone number or of a change of address. Up-to-date information is essential for the school to successfully handle emergencies and to maintain communication with parents. Information may be updated by accessing your student’s Skyward account. For questions regarding Skyward, please contact your campus registrar.

**CHILD FIND**

**Section 504**

The district shall ensure that all school aged children residing within the District who have disabilities have access to a free, appropriate public education. For additional information about the rights of parents of eligible children, or for answers to any questions you might have about identification, evaluation and placement into Section 504 programs, please contact the Department of Special Services at 512-533-6460 for more information.

**Special Education**

The district shall ensure that all children residing within the district who have disabilities, regardless of the severity of their disability, including those attending private schools, and who are in need of special education and related services are identified, located, and evaluated. The district shall have a practical method for determining which children are currently receiving needed special education and related services and which children are not currently receiving needed special education and related services. This requirement applies to highly mobile children (including migrant and homeless children) and children who are suspected of being in need of special education but who are advancing from grade to grade. 20 U.S.C. 1412(a)(3), 1413(a); 34 CFR 300.125. Please contact the Department of Special Services at 512-533-6460 for more information.

**CHILD SEXUAL ABUSE AND OTHER MALTREATMENT OF CHILDREN**

The district has established a plan for addressing child sexual abuse and other maltreatment of children. As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child’s mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement
or to Child Protective Services (CPS).

Possible physical warning signs of sexual abuse could be difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches. Behavioral indicators may include verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior. Emotional warning signs to be aware of include withdrawal, depression, sleeping or eating disorders, and problems in school.

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

As a parent, if your child is a victim of sexual abuse or other maltreatment, the school counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (TDFPS) also manages early intervention counseling programs. To find out what services may be available in your county, see Texas Department of Family and Protective Services, Programs Available in Your County.

Be aware that children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See Dating Violence and Discrimination, Harassment, and Retaliation].

The following websites might help you become more aware of child abuse and neglect:
Child Welfare Information Gateway Factsheet
KidsHealth, For Parents, Child Abuse
Texas Association Against Sexual Assault, Resources

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

COMPLAINTS AND CONCERNS

Usually student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal. If you or your student have a complaint or concern, you are encouraged to take the following steps:

1. The most direct route to resolving a concern is to confer directly with the person involved. Therefore, parents should contact the appropriate staff member (usually the teacher, coach or counselor) by voicemail or email. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level. In many cases, the concern can be resolved with a conversation over the phone or an email. If this is a situation that should be discussed in person, the parent should make an appointment to meet with the staff member.
2. If not satisfied, the parent’s next step should be to contact the appropriate campus administrator (assistant principal or principal) to set up a time to talk about a resolution to the concern.
3. If the issue is not resolved at the campus level, parents should contact the Deputy Superintendent.
Should the concern not be resolved using this informal process, the board has adopted a standard complaint policy and process. For information and paperwork regarding this process, contact the office of the Superintendent at 512-533-6020 and review District Policy FNG (LOCAL), posted on the District website.

**COMPUTER AND TECHNOLOGY SYSTEMS USE/INTERNET ACCESS**

A student will be permitted to use District computers and other technology systems, including appropriate use of the Internet, only if the student and/or the parent sign and turn into the school office the form acknowledging the District’s Student Acceptable Use Policy (See Appendix). All student computer and technology system use, including use of student personal technology devices or systems, shall be in accordance with District policy and teacher directives. Inappropriate use or abuse of District computers, District or personal technology systems, and/or Internet access may result in denial or restriction of the privilege to use the District’s computers and technology systems, and possible further disciplinary action in accordance with the Student Code of Conduct.

Students and their parents should be aware that e-mail and other technology systems use are not considered private and may be logged or monitored by district staff.

Your student will use technology, including websites and other Internet applications operated by third party providers, as a part of the district’s educational program. One or more of these providers may require that students disclose certain personal identifying information (generally name and email address) in order to use their product or service. By signing the Acknowledgement of Receipt, you authorize the district to provide the necessary personal identifying information for your student to providers chosen by the district. You may (1) review the privacy policies for these providers on their websites; (2) contact any provider to request the information it has about your student, and/or (3) request that a provider refrain from sharing, or delete, any information it has about your student. A parent who asks a provider to delete their student’s information must notify the Deputy Superintendent in writing. This will prevent your student from participating in some of the district’s educational activities, and the district is not obligated to develop alternative activities for your student.

**Unacceptable and Inappropriate Use of Technology Resources**

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

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as “sexting,” will be disciplined according to the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement. Because engaging in this type of behavior can lead to bullying or harassment, as well as possibly impede future endeavors of a student, we encourage you to review with your student [http://beforeyoutext.com](http://beforeyoutext.com), a state-developed program that addresses the consequences of engaging in inappropriate behavior using technology.

In addition, any student who engages in conduct that results in a breach of the district’s computer security will be disciplined in accordance with the Student Code of Conduct, and, in some cases, the
consequence may rise to the level of expulsion.

**CONDUCT**

**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 preparation 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 success, and recognition of success by other teachers and/or administrators.

**Applicability of School Rules**

As required by law, the board has adopted a Student Code of Conduct that prohibits certain behaviors and defines standards of acceptable behavior—on and off campus as well as on district vehicles—and consequences for violation of these standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules. During any periods of instruction during the summer months, the Student Handbook and Student Code of Conduct in place for the year immediately preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction.

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

- Consequences 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.
- Consequences shall be administered based on careful assessment of the circumstances of each case. Factors considered include the seriousness of the offense, the student's age and grade level, frequency of misconduct, student's attitude, and statutory requirements.
- Scholastic penalties will not be imposed as a consequence with the exception of cases involving cheating or plagiarism.

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. 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 needs of the school to ensure a safe, orderly learning environment for all students.
Campus Behavior Coordinator

By law, each campus has one or more campus behavior coordinator(s) to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. The Assistant Principal(s) at each campus serve as the campus behavior coordinator(s). Please refer to the Campus Locations and Administration page in this Handbook for the most current list of Assistant Principals at each campus.

Disruptions of School Operations

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

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

Social Events

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

CONFERENCE PERIODS/PARENT CONFERENCES

Teachers can be contacted through their voicemail or email to set a date and time for a conference with a teacher and/or grade level academic team. Please allow 24-48 hours for a reply.

COUNSELING SERVICES

School counselors can help students with academic, personal, and social emotional concerns. A student who wishes to see the counselor should fill out a request available in the campus counseling office. Parents who are concerned about their child’s mental health should also reach out to the school counseling office for resources that may be of assistance.

Each year students will be provided information on course offerings for the next school year and other important information that will help them make the most of all opportunities offered through our schools. The school counselor is available to students and parents to talk about the importance of postsecondary education and how best to plan for postsecondary, including appropriate courses to
consider and financial aid availability and requirements. In either grade 7 or 8, each student will receive instruction related to how the student can best prepare for high school, college, and a career.

School counselors can also provide information about entrance exams, application deadlines, college admissions, financial aid, and scholarships as well as technical and trade school opportunities and opportunities to earn industry recognized certifications and licensures.

[Also see Substance Abuse Prevention and Intervention and Suicide Awareness and Mental Health Support and Child Sexual Abuse and Other Maltreatment of Children.]

**DISCRIMINATION, HARASSMENT, RETALIATION, AND DATING VIOLENCE**

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, sex, gender, national origin, disability, age, or any other basis prohibited by law. A copy of the district’s policy is available in the Superintendent’s office and on the district’s website. [See policy FFH.]

**Dating Violence**

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense. This type of conduct is considered harassment if the conduct is so severe, persistent, or pervasive that it affects the student’s ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student’s academic performance.

Examples of dating violence against a student may include, but are not limited to, physical or sexual assaults, name-calling, put-downs, threats to hurt the student or the student’s family members or members of the student’s household, destroying property belonging to the student, threats to commit suicide or homicide if the student ends the relationship, attempts to isolate the student from friends and family, stalking, or encouraging others to engage in these behaviors.

**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 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.

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

In addition to dating violence as described above, two other types of prohibited harassment are described below.

**Sexual Harassment and Gender-Based Harassment**

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

Examples of sexual harassment may include, but 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.

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, such as comforting a child with a hug or taking the child’s hand. However, romantic and other inappropriate social relationships, as well as all sexual relationships, between students and district employees are prohibited, even if consensual.

Gender-based harassment includes harassment based on a student’s gender, expression by the student of stereotypical characteristics associated with the student’s gender, or the student’s failure to conform to stereotypical behavior related to gender. Examples of gender-based harassment directed against a student, regardless of the student’s or harasser’s actual or perceived sexual orientation or gender identity, may include, but not be limited to, offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

**Retaliation**

Retaliation against a person who makes a good faith report 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.

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

**Reporting Procedures**

Any student who believes that he or she has witnessed bullying, experienced dating violence, discrimination, harassment, or retaliation should immediately report the problem to a teacher, school counselor, principal, or other district employee. The report may be made by the student’s parent. [See policy FFH (LOCAL) and (EXHIBIT) for the appropriate district officials to whom to make a report.]
Upon receiving a report of prohibited conduct as defined by policy FFH, the district will determine whether the allegations, if proven, would constitute prohibited conduct as defined by that policy. If not, the district will refer to policy FFI to determine if the allegations, if proven, would constitute bullying, as defined by law and that policy. If the alleged prohibited conduct, if proven, would constitute prohibited conduct and would also be considered bullying as defined by law and policy FFI, an investigation of bullying will also be conducted.

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

**Investigation of Report**

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.

If law enforcement or other regulatory agency notifies the district that it is investigating the matter and requests that the district delay its investigation, the district will resume the investigation at the conclusion of the agency’s investigation. During the course of an investigation and when appropriate, the district will take interim action to address the alleged prohibited conduct.

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

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

A student or parent who is dissatisfied with the outcome of the investigation may appeal in accordance with policy FNG (LOCAL). A student or parent has the right to file a complaint with the Office of Civil Rights.

**DISTRIBUTION OF LITERATURE, PUBLISHED MATERIALS, OR OTHER DOCUMENTS**

**School Materials**

Publications prepared by and for the district or schools may be posted or distributed in digital and/or physical form. All school publications are under the supervision of a teacher, sponsor, and the principal. School publications must be sent to the principal or designee prior to distribution/posting.

Flyers are distributed electronically through Peachjar, a flyer management system that sends district- and school-approved digital flyers to parents via email. Peachjar flyers are also posted to school websites and available through the district mobile app.
The school yearbook can be pre-purchased throughout the year for all interested students. The yearbooks will be delivered in May/June.

**Non-School Materials from Students**

Students must obtain prior approval from the principal before selling, posting, circulating, or distributing more than 10 copies of written materials, handbills, photographs, pictures, petitions, films, tapes, posters, invitations, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any non-school material must include the name of the sponsoring person or organization. The decision regarding approval will be made in two school days. Students requesting approval for materials to be posted, circulated or distributed at campuses other than their home campus, must follow the guidelines established by the district.

The principal has designated the main office as the location for approved non-school materials to be placed for voluntary viewing by students. [See policy FNAA.]

A student may appeal the principal's decision in accordance with policy FNG (LOCAL). Any student who sells, posts, circulates, or distributes non-school material without prior approval will be subject to appropriate administrative action, including but not limited to confiscation of nonconforming materials, suspension of a noncurriculum-related student group’s use of district facilities, and/or other disciplinary action in accordance with the Student Code of Conduct. Materials displayed without the principal's approval will be removed.

**Non-School Materials from Others**

Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials not sponsored by the district or by a district-affiliated school-support organization will not be sold, circulated, distributed, or posted on any district premises by any district employee or by persons or groups not associated with the district, except as permitted by policy GKDA. To be considered for distribution, any non-school material must meet the limitations on content established in the policy and guidelines established by the district for distribution, as applicable. The name of the sponsoring person or organization must be submitted to the Director of Development & Corporate Relations for prior review and consideration. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies at DGBA or GF.]

Prior review will not be required for:

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

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

Failure to comply with this policy regarding distribution of nonschool literature shall result in appropriate administrative action, including but not limited to confiscation of nonconforming materials and/or suspension of use of district facilities. Appropriate law enforcement officials may be called if a person refuses to comply with this policy or fails to leave the premises when asked.

Elementary Schools Student Handbook
Revised July 2019
DRESS AND GROOMING

The elementary student dress code is established to teach grooming and hygiene, prevent disruption, minimize safety hazards, create the proper learning environment, model good citizenship, maintain discipline, and teach respect for authority. Proper grooming, dignity of appearance, and pride all contribute to a successful learning environment. The school, students, and parents share a responsibility in proper dress.

Students and parents may determine a student’s personal dress and grooming standards, provided that they comply with the following standards.

General
Clothing, grooming, and body piercing/ornamentation must be free of any material advertising, depicting, or promoting tobacco, alcohol products, illegal drugs, violence, or material that is offensive or lewd. Offensive is defined as obscene, indecent, sexually explicit, advocates or symbolizes sexual acts or conduct, or advocates prejudice or discrimination based on race, color, national origin, ethnicity, religion, gender, disability, sexual orientation, or age.

Pajamas or other bedtime attire may not be worn, except on “dress up days” approved by campus administration.

Shirts
All shirts must be appropriately sized and may not inappropriately expose one’s chest, midriff, or undergarments. A student’s midriff must be covered at all times while both standing and sitting.

Crop tops, tube tops, strapless tops, halter tops, backless tops, and shirts with spaghetti straps (a strap less than 2”) are prohibited.

Undershirts may not be worn as outerwear.

Shirts may not be sheer or transparent enough to be seen through, unless the student’s undershirt complies with the dress code.

Sleeveless shirts must extend to the edge of the collarbone and fit appropriately under the arm.

Pants
Pants must be appropriately sized.

Students shall wear pants at the waist. Pants, when fastened, may not sag below the waist and may not reveal the student’s undergarments.

Wide-legged pants (no wider than 8” in diameter) or low-crotch pants are prohibited.

Pants may not have holes located above fingertip length with arms relaxed and fully extended.

Shorts / Skirts / Dresses
Shorts, skirts, dresses, and skorts must be a modest, appropriate length.
Slits in shorts, skirts, dresses, or skorts must not be above the fingertips or be of a distracting nature to the school environment.

Spandex and biker shorts are prohibited.

Students shall wear shorts at the waist. Shorts, when fastened, may not sag below the waist and may not reveal the student’s undergarments.

Strapless or backless dresses and dresses with spaghetti straps (a strap less than 2”) are prohibited.

**Shoes**
Shoes must be worn at all times and may not create a disruption or distraction to the educational environment.

Slippers are prohibited.

“Wheeled” shoes are prohibited.

**Outerwear**
Trench coats and dusters are prohibited.

**Body Piercings / Ornamentation / Accessories**
Piercings, ornamentation, and/or accessories must be appropriate and may not create a disruption or distraction to the educational environment.

Chains and spiked jewelry are prohibited.

**Grooming**
Personal hygiene is important. Therefore, all students must maintain a clean and presentable appearance.

Hairstyles must be kept neat and clean in appearance and may not create a disruption or distraction to the educational environment.

Makeup may not be excessive or distinctive and may not create a disruption or distraction to the educational environment.

The campus administration has final authority concerning enforcement of the dress code. In addition to the specifically prohibited material outlined above, the campus administration may prohibit any clothing, grooming, or body piercing/ornamentation that they reasonably predict may cause a material interference or substantial disruption to the educational environment.

The dress code will be fairly and consistently enforced. Any student seeking an accommodation must contact his or her principal for approval.

Failure to comply with the dress code may result in consequences in accordance with the Student Code of Conduct.
ENGLISH LEARNERS

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

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

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

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

ENROLLMENT

Registration Forms

The student’s parent, legal guardian, or other person having legal control shall annually complete the district’s registration forms. For new students enrolling in the district, the enrollment forms may be accessed on the District’s New Student Enrollment website page. The new student enrollment forms must be completed, printed, and signed. After completing the new student enrollment packet, you will need to make an appointment with your student’s campus in order to complete the enrollment process. For returning students, the enrollment process is completed electronically and can be accessed on the District’s Returning Student Verification of Information website page.

Proof of Residency

At the time of initial registration and thereafter as required by the district, the parent, guardian, or other person having lawful control of the student under order of a court shall present proof of residency. Proof of residency is established by providing one residency document (i.e., home sales closing documents, property tax statement, property deed, or a lease agreement) AND one current utility bill (i.e., electric, water, or gas). The name on the utility bill must match the name on the other proof of residence documents. Documents presented must include signatures and current dates.

If a student is living apart from his/her parent, guardian, or other person having legal control under a court order and resides with a person within the district’s boundaries, a notarized statement
acknowledging that fact is required from the owner of the residence or manager of the apartment building.

Residency may be checked and verified by district personnel throughout the year through various means such as residence checks, talking with neighbors, confirmation with apartment managers, or talking with students. Copies of all required documents will be made and kept on file.

If mail that is sent to your address on file with the district is returned, the district will require new copies of proof of residency documentation. If you cannot produce documentation demonstrating residency within the district or within the attendance zone, you may apply for a transfer through the superintendent’s office that will allow your student to remain at his or her current campus until the end of the semester.

Presenting a false document or false records in connection with a student’s enrollment is a criminal offense under Texas Penal Code 37.10 and may also result in you becoming liable to the district for tuition fees or other costs.

Other Required Documentation

Upon enrollment, a parent or other person with legal control of the student shall furnish to the district all of the following:

- The child's birth certificate, or another document suitable as proof of the child's identity as defined in the Student Attendance Accounting Handbook.
- A copy of the child's records from the school the child most recently attended if he or she was previously enrolled in a school in Texas or in another state.
- A record showing that the child has the immunizations required by Education Code 38.001, proof that the child is not required to be immunized, or proof that the child is entitled to provisional admission. [See Immunizations under Health-Related Matters for information on proof of immunizations required for enrollment.]

A student will not be denied enrollment or removed solely because of a failure to provide proof of identity or copies of records from a previous school. However, these records must be provided not later than the 30th day after the date a child is enrolled. If a copy of the birth certificate (or other suitable proof of identity) is not provided after 30 days and the student is under 11 years of age, the school shall notify the appropriate law enforcement agency.

Homeless Students

For information on services for homeless students, contact the district’s Liaison for Homeless Children and Youths, the Director of Health and Social Emotional Learning, at 512-533-5940.

EXTENDED CARE

Extended Care is an after-school child care service provided at all Lake Travis ISD elementary schools for students enrolled in Pre-K through 5th grade. We provide a familiar, wholesome, supervised environment where children are engaged in outdoor play and structured activities. Certified teachers, teacher assistants and monitors supervise extended care students at all times.

Extended Care operates each day school is in session. The hours are 3:00 p.m. until 6:00 p.m. Parents may choose a 4:30 p.m. pickup time or a 6:00 p.m. pickup time. Registration for the upcoming school year begins each July and continues through May. For more details, fees, and registration information
please visit the LTISD Community Programs website.

**EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS**

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships with other students; participation, however, is a privilege, not a right.

Eligibility for initial and continuing participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL)—a statewide association overseeing interdistrict competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. For additional information, please review the UIL’s Parent Information Manual; a hard copy can be provided by the coach or sponsor of the activity on request. To report a complaint of alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of the Texas Education Agency at (512) 463-9581 or curriculum@tea.texas.gov.

**Absences**

The District makes no distinction between absences for UIL activities and absences for other extracurricular activities approved by the Board. The District does not limit an eligible student’s absences related to participation in extracurricular activities. [See policy FM.] An absence for participation in an activity that has not been approved will receive an unexcused absence.

A student must be in attendance at least half of the school day in order to participate in that day’s scheduled school-sponsored extracurricular activity, event, or competition.

**Standards of Behavior**

Sponsors of extracurricular activities may establish standards of behavior—including consequences for misbehavior—that are stricter than those for students in general. If a violation is also a violation of school rules, the consequences specified by the Student Code of Conduct or by board policy will apply in addition to any consequences specified by the organization’s standards of behavior.

**Transportation / Travel**

**Students participating in a school-sponsored extracurricular activity, event or competition off campus must ride the LTISD-provided transportation to and from the scheduled event unless they receive prior approval from the campus principal.** Under extenuating circumstances, a parent may need to take his/her student directly from the activity. A note or email must be provided to the principal 24 hours prior to the activity for approval. The note or email must state the reason the parent wishes to leave with the student directly from the activity.

Any in-state or out-of-state overnight trips taken by school-sponsored organizations or groups shall require approval from the Superintendent or designee.

**FEES**

Materials that are part of the basic educational program are provided with state and local funds at no charge to a student. A student, however, is expected to provide his or her own pencils, paper, erasers,
and notebooks and may be required to pay certain other fees or deposits, including:

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

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 campus principal who shall determine eligibility for a fee waiver.

FIELD TRIPS

The District periodically takes students on field trips for educational purposes. A parent must provide permission for a student to participate in a field trip. Children who are not LTISD students cannot be included in field trips.

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. Under extenuating circumstances, a parent may need to take his/her student directly from the field trip. A note or email must be provided to the principal 24 hours prior to the field trip for approval. The note or email must state the reason the parent wishes to leave with the student directly from the field trip. Students may be denied participation in field trips due to disciplinary consequences if the suspension conflicts with the field trip schedule.

The District may require a fee for student participation in a field trip to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of a financial need.
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 student. It is important that the student attend school even if not attending the field trip experience.

**FOOD ALLERGY MANAGEMENT PLAN**

District policy FFAF (LOCAL) requires the district to develop and implement a student food allergy management plan that addresses procedures to limit the risk posed to students with food allergies and procedures regarding the care of students with diagnosed food allergies who are at risk for anaphylaxis. In accordance with this policy, the district has developed its Food Allergy Management Plan, which is located on the Food and Nutrition Services webpage.

**FOOD AND NUTRITION**

The district participates in the National School Lunch and School Breakfast Program and offers students nutritionally balanced meals daily in accordance with standards set forth in state and federal law. Full menus and nutrition information are available online at [www.ltisdschools.org/fans](http://www.ltisdschools.org/fans) and via a mobile app. Digital menu displays are utilized district wide to show selections and pricing for all menu options.

**Wellness Guidelines**

The emphasis on nutritious eating is reflected in the district’s health curriculum and in the selection of food sold in the cafeteria or made available during the school day. Parents are required to adhere to the LTISD Wellness Guidelines, including rules concerning Food Given and Sold (aka Competitive Foods) on school campuses. These rules are in place to ensure the nutrition quality of the food made available to students during the entire school day. Parents may bring meals to their own child, but may not provide items to other children at school.

Nutritious snacks, desserts, and other items are available at an extra charge. Students may charge these items to their positive-balance meal accounts. If you do not wish for your student to access meal funds to purchase the a la carte (snack) items, please complete and submit a Meal and Snack Restriction form. We can then post an “alert” on the account to block this privilege.

For more information on the rules for Food Given and Sold, please see the FANS website at [www.ltisdschools.org/fans](http://www.ltisdschools.org/fans).

**Free or Reduced-Price Meal Program**

Free or reduced-priced meals are available based on a student’s financial need or household situation. Families can apply online at the [Federal Free and Reduced-Price Meal Program](http://www.ltisdschools.org/fans) page or with a paper application available at the LTISD Food & Nutrition Services office. Information about a student’s participation is confidential. The district may share information such as a student’s name and eligibility status to help enroll eligible children in Medicaid or the state children’s health insurance program (CHIP) unless the student’s parent notifies the district that a student’s information should not be disclosed. Participating students will be offered the same meal options as their peers and will not be treated differently from their peers.

A parent or student who disagrees with the District’s decision on a student’s eligibility for the free or reduced-price meal program is entitled to a hearing in compliance with the U.S. Department of
Agriculture (USDA) requirements. A parent or student may appeal the decision of the hearing official in accordance with Board Policy FNG (LOCAL).

**Statement Regarding Meal Account Balance**

Regardless of account standing, there is always a meal option available for students. Families are encouraged to sign up for low balance alerts via our meal prepayment system at [www.ltisdschools.org/fans](http://www.ltisdschools.org/fans). When a student’s meal account is depleted, the district will notify the parent. The student will be allowed to continue purchasing meals according to the grace period set by the school board in Policy CO (LOCAL). Upon exhaustion of the grace period, the student may receive an alternate meal. The district will make every effort to avoid bringing attention to such a student. The district will present the parent with a schedule of repayment for any outstanding account balance and an application for free or reduced meals. No fees or interest shall be charged by the District for meals purchased during the grace period.

For more information related to negative café meal balances, see Meal Account Information on the Food and Nutrition webpage.

**Meal Accommodations**

Reasonable meal accommodations will be made for students who have a (1) medical disability that restricts his or her diet and (2) the disability is supported by a medical statement signed by a medical authority. Non-medical disabilities or special dietary needs may be accommodated by the FANS department as long as a reimbursable meal is served. For more information related to special dietary needs, see Food Allergy & Special Dietary Needs on the Food and Nutrition webpage.

**Nondiscrimination Statement**

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: How to File a Complaint, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

Mail to: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights 1400 Independence Avenue, SW Washington, D.C. 20250-9410; Fax: (202) 690-7442; or

Email: program.intake@usda.gov.
This institution is an equal opportunity provider.

**FUNDRAISING**

All fundraising efforts of District-affiliated school-support (e.g., PTO/PTA) or booster organizations and student groups must comply with all applicable laws and District guidelines for the purpose of supporting the program or activity.

All organizations or student groups desiring to conduct a fundraising activity must submit a fundraising request at least 3 weeks prior to the start of the event. The request form is located on the Community Relations web page.

For further information, see policy GE (LOCAL) and FJ (LOCAL) and the Parent Organization Handbook located on the Community Relations web page.

**GANG-FREE ZONES**

Certain criminal offenses, including those involving organized criminal activity such as gang-related crimes, will be enhanced to the next highest category of offense if they are committed in a gang-free zone. For purposes of the district, a gang-free zone includes a school bus and a location in, on, or within 1,000 feet of any district-owned or leased property or campus playground.

**GIFTED AND TALENTED (GT)/DISCOVERY PROGRAM**

Lake Travis ISD offers a program for the intellectually and/or creatively gifted and talented. While our curriculum and advanced courses meet the needs of most students in our community of students, the GT program is designed to meet the needs of the top 3-5% of the students nationally. Additional information can be found on the district’s Gifted & Talented webpage.

**HAZING**

Hazing is defined as any intentional, knowing, or reckless act occurring on or off campus directed against a student, by one person alone or acting with others, that endangers the mental or physical health or the safety of a student for the purpose of pledging, being initiated to, affiliating with, holding office in, or maintaining membership in any organization whose members are or include other students. The term includes:

- Any type of physical brutality, such as whipping, beating, striking, branding, electronic shocking, placing of a harmful substance on the body, or similar activity.
- Any type of physical activity, such as sleep deprivation, exposure to the elements, confinement in a small space, calisthenics, or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
- Any activity involving consumption of a food, liquid, alcoholic beverage, liquor, drug, or other substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
• Any activity that intimidates or threatens the student with ostracism, that subjects the student to extreme mental stress, shame, or humiliation, or that adversely affects the mental health or dignity of the student or discourages the student from entering or remaining registered in an educational institution, or that may reasonably be expected to cause a student to leave the organization or the institution rather than submit to acts described above.

• Any activity that induces, causes, or requires the student to perform a duty or task that involves a violation of the Texas Penal Code.

Hazing will not be tolerated by the district. If an incident of hazing occurs, disciplinary consequences will be handled in accordance with the Student Code of Conduct. It is a criminal offense if a person engages in hazing; solicits, encourages, directs, aids, or attempts to aid another in hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to report this to the principal or superintendent.

[Also see Bullying and policies FFI and FNCC.]

**HEALTH RELATED MATTERS**

When your child is ill, please send a note with the student upon his or her return or document the absence through School Dismissal Manager explaining the reason for the absence. It is important to remember that schools are required to exclude students with certain illnesses from school for periods of time as identified in state rules. For example, if your child has a fever over 100 degrees, he or she must stay out of school until fever free for 24 hours without fever-reducing medications. In addition, students with vomiting or diarrheal illnesses must stay home until they are vomiting and diarrhea free without nausea- or diarrhea-suppressing medications for at least 24 hours. A full list of conditions for which the school must exclude children can be obtained from the school nurse.

If a student becomes ill during the school day, he or she must receive permission from the teacher before reporting to the school nurse. If the nurse determines that the child should go home, the nurse will contact the parent.

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

Contact the school nurse if you have questions or if you are concerned about whether or not your child should stay home.

**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 common and most people recover fully. Parasitic and fungal meningitis are very rare. Bacterial meningitis is very serious and may involve complicated medical, surgical, pharmaceutical, and life support management.

**What are the symptoms?**
Someone with meningitis will become very ill. The illness may develop over one or two days, but it can also rapidly progress in a matter of hours. Not everyone with meningitis will have the same symptoms. Children (over 2 years old) and adults with bacterial meningitis commonly have a severe headache, high fever, and neck stiffness. Other symptoms might include nausea, vomiting, discomfort looking into bright lights, confusion, and sleepiness. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body. The diagnosis of bacterial meningitis is based on a combination of symptoms and laboratory results.

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

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

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

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

What should you do if you think you or a friend might have bacterial meningitis?
You should seek prompt medical attention.

Where can you get more information?
Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Department of State Health Services office to ask about a meningococcal vaccine. Additional information may also be found at the 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/.

*Please note that the TDSHS requires at least one meningococcal vaccination for students ages 11 to 12 or for a student enrolling in grades 7 through 12, and state guidelines recommend this vaccination be administered between age 11 and 12, with a booster dose at 16 years of age. Also note that, entering college students must now show, with limited exceptions, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.
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.

If the student needs to go home due to sudden illness or injury, the nurse or school staff member will contact the parent, guardian, or emergency contact person. Please keep your emergency information up-to-date in Skyward. 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. The nurse will determine if the student is to stay at school or go home, and will contact the parent if a student must be picked up from school. Students may not call or text the parent with their cell phone or the office phone before going to the nurse. The student may call the parent from the nurse’s office.

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 or school staff.

Health Screenings / Physical Examinations

The State of Texas requires that school districts provide certain health screenings for students throughout the school year. Additionally, the district will screen students as needed even if they are not in the state required grade level. If you do not wish to have your child screened at school, please provide a doctor’s note stating the results of the screening or an affidavit stating you are opposed to the screening. If your child does not pass one of the screenings at school, you will receive a referral form with the results. Please return these forms to the school nurse once you have seen a physician.

Spinal Screening Program

School-based spinal screening helps identify adolescents with abnormal spinal curvature and refer them for appropriate follow-up by their physician. Screening can detect scoliosis at an early stage, when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities.

All students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature before the end of the school year. Spinal screening is non-invasive and conducted following the most recent, nationally accepted and peer-reviewed standards for spinal screening.

In compliance with Health and Safety Code, Chapter 37, all children shall undergo screening for abnormal spinal curvature in accordance with the following schedule:

- Girls will be screened two times – once at age 10 (or fall semester of grade 5) and again at age 12 (or fall semester of grade 7)
- Boys will be screened once at age 13 or 14 (or fall semester of grade 8)

You may have your child exempted from spinal screening by providing documentation that spinal screening has been, or will be, performed by your child’s doctor when he or she is at the age specified above, or that the screening is being declined based on religious tenets. Documentation includes an affidavit from a licensed professional or the parent, guardian, or managing conservator as described below:

- Documentation from a licensed professional that the individual is actively under medical care for one or more spinal problems [25 TAC §37.143(c)]; or
- A signed form from the parent, guardian, or managing conservator that screening for abnormal
spinal curvature was, or will be, performed during a professional examination [25 TAC §37.144(d)]; or

- A signed form from the parent, legal guardian, or managing conservator in lieu of the screening record(s) stating the screening conflicts with the tenets and practices of a church or religious denomination of which the affiant is an adherent or member [25 TAC §37.144(e)].

If the parent, guardian, or managing conservator is unable to provide documentation, the school nurse will ensure spinal screening is performed in accordance with the Spinal Screening Guidelines Manual. Please contact your school nurse for more information.

**Vision and Hearing Screening**

Vision and Hearing screening is required for all newly enrolled students and students in grades kindergarten, first, third, fifth and seventh grades.

**Acanthosis Nigricans (AN) Screening**

In accordance with Health and Safety Code, Chapter 95, children in public and private schools must be assessed for the risk of developing Type 2 Diabetes. This is accomplished by visual screening for Acanthosis Nigricans (AN). (AN) screening is required for all students in grades first, third, fifth and seventh grades. (AN) is a light brown-black, velvety, rough, or thickened lesion on the surface of the skin usually found around the neck. (AN) can be a primary marker that may signal high insulin levels, which can lead to insulin resistance and then to type 2 diabetes.

**Communicable Diseases**

Parents of students with a communicable (contagious) disease or infestation are asked to notify 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 a student shows symptoms of a contagious condition, the parent will be contacted and required to pick up the student. Your student should stay home if he/she develops flu-like symptoms.

<table>
<thead>
<tr>
<th>Condition (Incubation Period)</th>
<th>Re-Admission Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Chicken Pox (2-3 Weeks)</td>
<td>Exclude from school until the lesions become dry or if lesions are not vesicular, until 24 hours have passed with no new lesions occurring. The student must be checked by nurse before readmission to class is allowed. Varicella (chickenpox) vaccine is included in the list of state-required immunizations</td>
</tr>
<tr>
<td>Common Cold (1-3 Days)</td>
<td>Exclude from school until fever free for 24 hours without the use of fever-reducing medication (see <strong>Fever</strong>).</td>
</tr>
<tr>
<td>Fifth Disease (4-20 Days)</td>
<td>Exclude from school until free of fever and non-infectious according to a physician’s written statement.</td>
</tr>
<tr>
<td>*Infectious Hepatitis (15-50 Days)</td>
<td>Notify the school as soon as physician confirms diagnosis. Exclude until no fever, no jaundice, and non-infectious according to a physician’s written statement.</td>
</tr>
<tr>
<td>Impetigo</td>
<td>Exclude until under treatment of a physician and confirmed non-infectious according to a physician’s written statement.</td>
</tr>
<tr>
<td>*Measles (7-14 Days)</td>
<td>Exclude when symptoms develop and for four days after appearance of rash. In an outbreak, an unimmunized</td>
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</table>
student should also be excluded for at least 21 days after the last date the child was exposed. Physician’s statement required for child to return to school.

*Mumps (12-25 Days) Exclude from school until 5 days from the onset of swelling.
Pink Eye [Conjunctivitis] (1-3 Days) Exclude until eye is clear or confirmed non-infectious according to a physician’s written statement.
Ringworm of the Body (4-10 Days) None, if infected area is completely covered by clothing or a bandage, otherwise exclude until treatment has begun.
Ringworm of the Scalp (10-21 Days) May attend school provided student 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) Exclusive until physician’s written statement certifies the treatment has begun and can be readmitted to school.
(Repeat Infections 1-4 Days)

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

**Emergency Medical Treatment and Information**

If a student has a medical emergency at school or a school-related activity when the parent cannot be reached, the school may have to rely on previously provided written parental consent to obtain emergency medical treatment, and information about allergies to medications, foods, insect bites, etc. Therefore, parents shall complete a medical emergency form each year that includes a place for parental consent for school officials to request medical treatment for the student, as provided by law. Parents shall 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. Please contact the school nurse to update any information that the nurse or the teacher needs to know.

Parents are required to disclose any severe food allergy their student might have. A severe food allergy is defined as a dangerous or life threatening reaction to a food-borne allergen introduced by inhalation, ingestion, or skin contact that requires immediate medical attention. In compliance with this legislation, parents are required to complete the Food Allergy Disclosure Form.

**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 99.5° 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 student. **Students should be fever, vomiting, and diarrhea 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.) or anti-nausea or diarrheal medication before returning to school.**
**Food Allergies**

The district requests to be notified after any diagnosis of a food allergy, especially those allergies that could result in dangerous or possibly life-threatening reactions either by inhalation, ingestion, or skin contact with the particular food. It is important to disclose the food to which the student is allergic, as well as providing an emergency action plan signed by a physician. Please contact the school nurse or campus principal if your student has a known food allergy or as soon as possible after any diagnosis of a food allergy. You may access the district’s food allergy packet on the Food and Nutrition page under the **Food Allergy & Special Diet Information** section.

The district has developed and annually reviews a food allergy management plan, which addresses employee training, common food allergens, and specific strategies for accommodating students diagnosed with severe food allergies. When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. The district’s **Food Allergy Management Plan** can be accessed on the district’s Food and Nutrition Services webpage.

**Head Lice**

Head lice, although not an illness or a disease, is very common among children and is spread very easily through head-to-head contact during play, sports, or nap time and when children share things like brushes, combs, hats, and headphones. If careful observation indicates that a student has head lice, the school nurse will contact the student’s parent to determine whether the child will need to be picked up from school and to discuss a plan for treatment with an FDA approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student has undergone one treatment, the parent should check in with the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments and how best to get rid of lice and prevent their return.

Notice will also be provided to parents of elementary school students in the affected classroom. [See policy FFAA.]

More information on head lice can be obtained from the TDSHS website [Managing Head Lice](https://corequest.dshs.texas.gov/).

**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 (TDSHS), Immunization Branch, can be honored by the district. This form may be obtained by writing the TDSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at [https://corequest.dshs.texas.gov/](https://corequest.dshs.texas.gov/). The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are: diphtheria, tetanus, pertussis, measles, mumps, rubella, polio, hepatitis A, hepatitis B, varicella (chicken pox), and meningococcal. The school nurse can provide information on age-appropriate doses or on an acceptable physician-validated history of illness required by the TDSHS. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation. An acceptable proof of immunization must include: student’s full name and date of birth, name of vaccine with exact date
(MM/DD/YY) it was given, and physician validation by signature or rubber-stamp. Because of this, the school may not be able to accept patient-portal printouts from home.

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

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

[For further information, see policed FFAB (LEGAL) and the Texas School & Child Care Facility Immunization Requirements.]

**Medication**

The term medication includes both nonprescription 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, ibuprofen, Benadryl, 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. Request for Medication Administration 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 in asthma, diabetes, chronic infections, ADHD, controlled medicines, and over-the-counter medicines given in doses that exceed label directions or that are given for a period longer than ten days. 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 disciplinary action for your student. 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.

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

- Properly trained school employees are authorized to administer an epinephrine auto-injector to any person who is reasonably believed to be experiencing anaphylaxis on a school campus.

Only authorized employees, in accordance with policy at FFAC, may administer:
● Prescription medication, in a container that appears to be the original, properly labeled container, provided by the parent, along with a written request. A physician authorization is required when the medication must be administered for a period longer than 10 days.
● Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from a container that appears to be the original, properly labeled container. A physician authorization is required when the medication must be administered for a period longer than 10 days.
● Non-prescription medication, in a container that appears to be the original, properly labeled container, within a valid date of expiration, and provided by the parent, along with a written request. A physician authorization is required when the medication must be administered for a period longer than 5 days.
● Herbal or dietary supplements provided by the parent only if required by the student’s individualized education program (IEP) or Section 504 plan for a student with disabilities.

Students whose schedules provide for regular time spent outdoors, including for recess and physical education classes, should apply sunscreen before coming to school. For students at the elementary level, the student’s teacher or other district personnel will apply sunscreen to a student’s exposed skin if the student brings the sunscreen to school and requests assistance with the application of the sunscreen. Nothing prohibits a student at this level from applying his or her own sunscreen if the student is capable of doing so. If sunscreen needs to be administered to treat any type of medical condition, this should be handled through communication with the school nurse so that the district is made aware of any safety and medical issues.

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

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

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

**Physical Activity Requirements**

In accordance with policies at EHAB, EHAC, EHBG, and FFA, the district will ensure that students in full-day prekindergarten 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 school student physical activity requirements, please contact your campus principal.
**Temporary Restriction from Participation in Physical Education**

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

**Physical Fitness Assessment**

Annually, the district will conduct a physical fitness assessment of students in grades 3–8 enrolled in a physical education course. At the end of the school year, a parent may submit a written request to the physical education teacher to obtain the results of his or her child’s physical fitness assessment during the school year. For more information on the FitnessGram Assessment, go to [http://www.cooperinstitute.org/fitnessgram](http://www.cooperinstitute.org/fitnessgram).

**Psychotropic Drugs**

A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication. It is intended to have an altering effect on perception, emotion, or behavior and is commonly described as a mood- or behavior-altering substance.

Teachers and other district employees may discuss a student’s academic progress or behavior with the student’s parents or another employee as appropriate; however, they are not permitted to recommend use of psychotropic drugs. A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. [For further information, see policy FFAC.]

**School Health Advisory Council (SHAC)**

During the preceding school year, the district’s School Health Advisory Council (SHAC) held 4 meetings. Additional information regarding the District’s SHAC is available from the District’s Director of Health & Social Emotional Learning.

The duties of the SHAC range from recommending curriculum to developing strategies for integrating curriculum into a coordinated school health program encompassing issues such as school health services, counseling services, a safe and healthy school environment, recess recommendations, improving student fitness, mental health concerns, and employee wellness (see also policies BDF and EHAA.).

**Student Wellness Policy/Wellness Plan**

Lake Travis ISD is committed to encouraging healthy students and therefore has developed a board-adopted wellness policy at FFA (LOCAL) and corresponding regulations to implement the policy. You are encouraged to contact the Director of Health and Social Emotional Learning with questions about the content or implementation of the district’s wellness policy and plan.

**Vending Machines**

The district has adopted and implemented the state and federal policies and guidelines for food service, including the guidelines to restrict student access to vending machines. For more information regarding these policies and guidelines refer to policies CO and FFA.
Other Health Related Matters

Notice to Parents Regarding Emergency Administration of Epinephrine Auto-Injectors

In accordance with Chapter 38, Subchapter E of the Texas Education Code, the Lake Travis Independent School District school board adopted a policy that will allow authorized school personnel who have agreed in writing and have been adequately trained to administer an unassigned epinephrine auto-injector (commonly referred to as an epi-pen) to any person who is reasonably believed to be experiencing an anaphylactic reaction on a school campus.

The District will ensure that at each campus a sufficient number of school personnel are trained to administer epinephrine so that at least one trained individual is present on campus during all hours the campus is open. In accordance with state rules, the campus shall be considered open for this purpose during regular on-campus school hours and whenever school personnel are physically on site for school-sponsored activities.

Regular on-campus school hours are as follows:

- Elementary Schools 7:40 a.m. to 3:00 p.m.
- Middle Schools 8:50 a.m. to 4:10 p.m.
- High School 8:50 a.m. to 4:10 p.m.

If you have any questions regarding this notice, please contact Director of Health and Social Emotional Learning, at 512-533-5940.

Tobacco and E-Cigarettes Prohibited

Students are prohibited from possessing or using any type of tobacco product, electronic cigarettes (e-cigarette), or any other electronic vaporizing devices, while on school property at any time or while attending an off campus school-related activity. The district and its staff strictly enforce prohibitions against the use of all tobacco products, including electronic cigarettes or any other electronic vaporizing devices, by students and all others on school property and at school-sponsored and school-related activities. [See the Student Code of Conduct and policies FNCD and GKA.]

Asbestos Management Plan

The District works diligently to maintain compliance with federal and state law governing asbestos in school buildings. The District’s Asbestos Management Plan is available in the Superintendent’s office. If you have any questions, please contact the Director of Maintenance and Operations at 512-533-6065.

Pest Management Plan

The District is required to follow integrated pest management (IPM) procedures to control pests on school grounds. Although the district strives to use the safest and most effective methods to manage pests, including a variety of non-chemical control measures, periodic indoor and outdoor pesticide use is sometimes necessary to maintain adequate pest control and ensure a safe, pest-free school environment.

All pesticides used are registered for their intended use by the United States Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who have further questions or
who want to be notified of the times and types of applications prior to pesticide application inside their child’s school assignment area may contact the district’s IPM coordinator.

HOME SCHOOLING

When the district becomes aware that a student is being or will be home-schooled, the Superintendent or designee will request in writing a letter of notification from the parents of their intention to home-school using a curriculum designed to meet basic education goals of reading, spelling, grammar, mathematics, and a study of good citizenship. If the parents refuse to submit the letter of notification or if the district has evidence that the school-age child is not being home-schooled within legal requirements, the district may investigate further and, if warranted, shall pursue legal action to enforce the compulsory attendance law. A written notice of home schooling should be completed prior to withdrawal.

HOMELESS STUDENTS

You are encouraged to inform the district if you or your student are experiencing homelessness. District staff can share resources with you that may be able to assist you and your family.

For more information on services for homeless students, please see the Programs and Services for Homeless Students webpage or contact the district’s Liaison for Homeless Children and Youths, the Director of Health and Social Emotional Learning, at 512-533-5940.

INVITATIONS

Invitations to outside student parties may only be handed out at school if ALL class members receive an invitation. Teachers are not responsible for distributing contact information for the purpose of inviting students in the class.

LAW ENFORCEMENT AGENCIES

Questioning of Students

When law enforcement officers or other lawful authorities request to question or interview a student at school for any purpose other than a child abuse investigation, the following guidelines shall apply:

- The principal shall verify and record the identity of the officer or other authority and request an explanation of the need to question or interview the student at school.
- The principal ordinarily shall make reasonable efforts to notify the student’s parent or other person having lawful control of the student. If the interviewer raises what the principal considers to be a valid objection to the notification, the parent shall not be notified.
- The principal or a designee ordinarily shall be present during the questioning or interview. If the interviewer raises what the principal considers to be a valid objection to a third party's presence, the interview shall be conducted without that person’s presence.

See policy GRA (LOCAL).
Students Taken into Custody

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

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

Before a student at school is arrested or taken into custody by a law enforcement officer or other legally authorized person, the principal shall verify the official’s identity. To the best of his or her ability, the principal shall verify the official’s authority to take custody of the student and then shall deliver over the student.

The principal shall immediately notify the Superintendent or designee and ordinarily shall notify the parent or other person having lawful control of the student. If the officer or other authorized person raises what the principal considers to be a valid objection to notifying the parents at that time, the principal shall not notify the parent.

Notification of Law Violations

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who is thought to have committed certain offenses or who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors.
- All appropriate district personnel in regards to a student who is required to register as a sex offender.

[For further information, see policies FL (LEGAL) and GRAA (LEGAL).]

LEAVING CAMPUS

Please remember that student attendance is crucial to learning. We ask that appointments be scheduled outside of school hours as much as reasonably possible. Also note that picking up a student early on a
regular basis results in missed opportunities for learning. Unless the principal has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the school day.

State rules require that parental consent be obtained before any student is allowed to leave campus for any part of the school day. The district has put the following procedures in place in order to document parental consent:

- For students in elementary and middle school, a parent or otherwise authorized adult must come to the office and sign the student out. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. For safety purposes and stability of the learning environment, we cannot allow you to go to the classroom or other area unescorted to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student’s return. Documentation regarding the reason for the absence will also be required.

- If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student’s parent and document the parent’s wishes regarding release from school. The parent or other authorized adult must follow the sign-out procedures as listed above. Under no circumstances will a student in elementary school be released unaccompanied by a parent or adult authorized by the parent.

At any other time during the school day, students are not authorized to leave campus during regular school hours for any other reason, except with the permission of the principal. Students who leave campus in violation of these rules will be subject to disciplinary action in accordance with the Student Code of Conduct.

**LIBRARIES**

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 AND FOUND**

All clothing, lunch sacks, kits, and other personal items should be labeled with the student’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.

**LUNCH**

Parents are welcome to eat with their students as space permits. Visitors who want to dine with his/her student are encouraged to support the healthy school meal program. Adult-size meals are available daily through the Food and Nutrition department. Visitors may only share food brought from outside sources with his/her student. [See Food and Nutrition.]

Through the district’s Food Allergy Management Plan, located on the Food and Nutrition Services Elementary Schools Student Handbook Revised July 2019

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webpage, general procedures will be implemented in all elementary cafeterias to reduce the risk of exposure to common food allergens. [See Health Related Matters / Food Allergies.]

MAKEUP WORK

Makeup Work Because of Absence

Makeup work is available to all students. For any class missed, the teacher may assign the student makeup work based on the instructional objectives for the subject or course and the needs of the individual student in mastering the essential knowledge and skills or in meeting subject or course requirements.

A student will be responsible for obtaining and completing makeup work in a satisfactory manner and within the time specified by the teacher. A student will be allowed at least one day for each day of absences to make up the assigned work.

A student will be permitted to make up tests and to turn in projects due in any class missed because of absence. Teachers may assign a late penalty to any long-term project in accordance with time lines approved by the principal and previously communicated to students.

In-school Suspension (ISS) Makeup Work

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

MESSAGES AND DELIVERIES

Every effort will be made to preserve instructional time by minimizing classroom interruptions. Non-emergency messages will be delivered to the student at the end of the day. Deliveries of flowers, balloons, and gifts, etc. for students will not be accepted and will not be allowed to classrooms, not even for special occasions like holiday parties, birthdays, etc.

NEWSLETTERS

In an effort to promote student achievement, as well as to create awareness of programs, services and events, the District and each of its campuses publish electronic newsletters periodically throughout the school year. Parents are encouraged to subscribe to the District’s e-news service School Matters. For further information regarding campus newsletters and other ways to receive campus news, please visit About / Connect With Us on each campus website.

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 a
dispute about access to children at school, the Lake Travis ISD will follow the terms of the most recent signed court order that has been provided to the school, and as applicable, the requirements of the Family Code and of the Education Code.

**PARENT-TEACHER CONFERENCE**

Parent-teacher conferences are conducted to develop a better understanding between the home and the school for the benefit of the student. 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.

**PE NON-PARTICIPATION**

A written excuse is required if a student is not able to participate in physical education. If a student is excused from physical education participation, **he/she will also be excused from recess.** If a student is to be excused from PE longer than three school days, a note from the doctor will be required.

**PETS**

It is very important that parents plan with the teacher before a student brings a pet to school. With prior arrangements made with the teacher and principal, parents may bring safe pets for a one time “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 OF ALLEGIANCE AND A MINUTE OF SILENCE**

Each school day, students will recite the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge.

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others. In addition, state law requires that each campus provide for the observance of one minute of silence at the beginning of the first class period when September 11 falls on a regular school day in remembrance of those who lost their lives on September 11, 2001. [See policy EC (LEGAL) for more information.]

**PRAYER**

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

(See “Promotion” in the Academic Information section of this handbook.)

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/or paid memberships provide the organization with resources, which are expended annually for the use and benefit of the children.

RELEASE OF STUDENTS FROM SCHOOL

[See Leaving Campus in this handbook]

SAFETY

Student safety on campus, at school-related events, and on district vehicles is a high priority of the district. Although the district has implemented safety procedures, the cooperation of students is essential to ensuring school safety. A student is expected to:

- Avoid conduct that is likely to put the student or other students at risk.
- Follow the behavioral standards in this handbook and the Student Code of Conduct, as well as any additional rules for behavior and safety set by the principal, teachers, or bus drivers.
- Remain alert to and promptly report to a teacher or the principal any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Preparedness Drills: Evacuations, Severe Weather, and Other Emergencies

The elementary schools conduct fire, tornado, evacuation, lockdown, and other emergency preparedness drills designed to assure the orderly movement of students and personnel to the safest area available. Even though these are almost always for practice, it is very important for students and teachers to treat them seriously. Emergency procedures must be done quickly and quietly. Teachers will take their classes to the appropriate areas and give appropriate instructions. From time to time, lock down and building evacuation drills will be performed.

Accident Insurance

The school does not make available to parents/students accident insurance for personal injury or personal property loss or damage.

Emergency Contact Information

It is extremely important in case of an emergency at school that student records be accurate. Parents must update records with the school Attendance Clerk when there is any change in address, home, work...
or mobile phone numbers, 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 student becomes ill, injured, or has a medical emergency at school or a school-related activity, the school will notify the parent and take appropriate first aid action. If the parent cannot be reached, the school may have to rely on previously provided written parental consent to obtain emergency medical treatment, and information about allergies to medications, foods, insect bites, etc. Therefore, all parents are asked each year to complete an emergency care consent form. Parents should keep emergency care information up-to-date (name of doctor, emergency phone numbers, allergies, etc.). Please contact the school nurse to update any information that the nurse or the teacher needs to know.

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.

**Emergency/Crisis Communication**

When a decision is made to delay school, dismiss school early, or cancel school due to inclement weather or other emergency situations, the District’s Director of Communications will first notify parents using the Blackboard Mass Notification System. Parents will receive a combination of automated phone messages, emails and/or text messages depending on the circumstances. Parent or guardian contact information provided at the time a new student is enrolled—or when a parent or guardian updates his/her contact information during the back-to-school returning student process each summer—will automatically be used for notifications through the Blackboard system.

The automated phone message, email and text message notification system is just one method Lake Travis ISD uses to inform parents of changes to the instructional day caused by inclement weather or school-related emergency. Parents are also advised to check the Lake Travis ISD website, as well as each campus website, for detailed information. District officials will attempt to post information in Spanish when possible.

Information about school delays, early dismissal or school closures will also be communicated through the following media, including but not limited to:

- Lake Travis ISD Facebook Fan page: [www.facebook.com/ltisdSchools](http://www.facebook.com/ltisdSchools)
- Lake Travis ISD Twitter: [@ltisdSchools](http://www.twitter.com/ltisdSchools)
- Instagram: [@ltisdSchools](http://www.instagram.com/ltisdSchools)
- Local television stations: KTBC (FOX-TV), KVUE (ABC-TV), KXAN (NBC-TV), KEYE (CBS-TV), Univision, Telemundo, and Spectrum News Austin
- Local newspapers: The Austin American Statesman, The Lake Travis View and Community Impact Newspaper
- Local radio stations: KLBJ (590 AM) and KUT (90.5 FM)

The district will rely on the contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. Therefore, it is crucial to notify your child’s school when a phone number previously provided to the district has changed.
SCHOOL FACILITIES

Conduct Before and After School

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

Use of Hallways During Class Time

Loitering or standing in the halls during class is not permitted. During class time, a student must have a hall pass or restroom pass to be outside the classroom for any purpose. Failure to obtain a pass may result in disciplinary action in accordance with the Student Code of Conduct.

SEARCHES

District Property

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

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

Searches in General

In the interest of promoting student safety and attempting to ensure that schools are safe and drug free, district officials may occasionally conduct searches.

District officials may conduct searches of students, their belongings, and their vehicles in accordance with law and district policy. Searches of students will be conducted without discrimination, based on, for example, reasonable suspicion, voluntary consent, or pursuant to district policy providing for suspicionless security procedures, including the use of metal detectors.

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

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

Telecommunications and Other Electronic Devices

Use of district-owned equipment and its network systems is not private and will be monitored by the district. [See policy CQ for more information.]

Any searches of personal telecommunications or other personal electronic devices will be conducted in
accordance with law, and the device may be confiscated in order to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed. [See policy FNF (LEGAL) for more information.]

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.

SPECIAL PROGRAMS

The District provides special programs for gifted and talented students, homeless students, bilingual students, migrant students, English learners, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact the Curriculum and Instruction Department at 512-533-6023.

STANDARDIZED TESTING

State of Texas Assessments of Academic Readiness (STAAR)

In addition to routine tests and other measures of achievement, students at certain grade levels will take state-mandated assessment called STAAR: State of Texas Assessment of Academic Readiness.

Grades 3-8

The following state assessments are required:

- Mathematics, annually in grades 3–8
- Reading, annually in grades 3–8
- Writing, including spelling and grammar, in grades 4 and 7
- Science in grades 5 and 8
- Social Studies in grade 8

Successful performance on the reading and math assessments in grades 5 and 8 is required by law in order for the student to be promoted to the next grade level, unless the student is enrolled in a reading or math course intended for students above the student’s current grade level. Exceptions may apply for students enrolled in a special education program if the ARD committee concludes the student has made sufficient progress in the student’s individual education plan (IEP). [See Promotion and Retention for additional information.]

STAAR Alternate 2 is available for eligible students receiving special education services who meet certain state-established criteria as determined by the student’s ARD committee.

STAAR Spanish is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress in Grades 3-5.

HB 657 Notice to Parents

For a student in the 5th grade receiving special education services who does not perform satisfactorily on the first administration of STAAR Reading or Math assessment, the ARD committee will meet prior
to the second administration of STAAR. The ARD committee has several options to consider:

- Will the student participate in the second administration of the assessment on which he/she did not meet the standard (pass)?
- If not, has the student made sufficient progress in the measurable academic goals in his/her IEP to be promoted to the next grade level?
- How will the student participate in an accelerated instruction program for the subject(s) in which standards are not met?

**STUDENTS IN FOSTER CARE**

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

Please contact the Director of Health and Social Emotional Learning, who has been designated as the district’s foster care liaison, at 512-533-5940 with any questions.

**SUBSTANCE ABUSE PREVENTION AND INTERVENTION**

If you are worried that your child may be using or is in danger of experimenting, using, or abusing illegal drugs or other prohibited substances, please contact the school counselor. The school counselor can provide you with a list of community resources that may be of assistance to you. The TDSHS maintains information regarding children’s mental health and substance abuse intervention services on its Website at [http://www.dhs.state.tx.us/mhsa-child-adolescent-services/](http://www.dhs.state.tx.us/mhsa-child-adolescent-services/).

**SUICIDE AWARENESS AND MENTAL HEALTH SUPPORT**

The district is committed to partnering with parents to support the healthy mental, emotional, and behavioral development of its students. If you are concerned about your child, please access the following website or contact the school counselor for more information related to suicide prevention and to find mental health services available in your area: [http://www.texas-suicide-prevention.org](http://www.texas-suicide-prevention.org). You may contact the National Suicide Prevention Lifeline at 1-800-273-8255.

**TARDINESS**

Each student should enter the classroom ready to begin work before the tardy bell rings. The orderly conduct of class activity is predicated upon the prompt and precise beginning of the program. Tardiness or early release hinders the proper conduct of such activity, imposes a distraction that leads to a loss of instructional time for students properly in attendance.

Students who are not in the building by 7:40 a.m. must check in at the front office and will be considered tardy. The student should present his or her tardy pass to the teacher upon entering the classroom.
TELEPHONE

The telephones at school are for business and emergency use only. 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. Students need to make prior arrangements for social occasions and cannot use the business telephones for making arrangements.

TEXTBOOKS, ELECTRONIC TEXTBOOKS, TECHNOLOGICAL EQUIPMENT, AND OTHER INSTRUCTIONAL MATERIALS

Textbooks and other district-approved instructional materials are provided to students free of charge for each subject or class. Any books must be covered by the student, as directed by the teacher, and treated with care. Electronic textbooks and technological equipment may also be provided to students, depending on the course and course objectives. A student who is issued a damaged item should report the damage to the teacher. Any student failing to return an item in acceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage paid for by the parent; however, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

TRANSFERS

Classroom Transfers

The campus principal is authorized to transfer a student from one classroom to another on the same campus.

Intradistrict Transfers

A student shall be assigned to a school in the attendance zone in which he or she resides. Except as required by law or as permitted by policy FDB (Local), no intradistrict transfer shall be approved. A student who wishes to attend a school other than as assigned shall submit a request in writing to the Superintendent or designee.

In approving transfers, considerations include, but are not limited to, availability of space; programming; instructional staff; and the student’s disciplinary, academic, and attendance history.

The district shall accept no responsibility for transportation for a transfer student, except as provided by statute or policy.

Interdistrict Transfers

A nonresident student shall not be permitted to attend district schools except as provided by policy FDA (Local). A student who wishes to attend a school within the district’s boundaries shall submit a request in writing to the Superintendent or designee.

In approving transfers, considerations include, but are not limited to, availability of space, programing, instructional staff and the student’s disciplinary, academic, and attendance history.

The District shall accept no responsibility for transportation for transfer students, except as provided by
statute or policy.

[See Bullying and Aiding Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services for other transfer options.]

TRANSPORTATION

Students who plan to ride the bus to and from school must register for transportation services. For more information, please contact the LTISD Transportation Department at 512-533-6070 or by visiting the Transportation webpage. Transportation services are not provided to students that are enrolled at a campus that is not located in their attendance zone/boundary, unless otherwise required by law or policy. The parent or guardian of a student enrolled outside of his or her local school attendance boundary shall provide their own transportation to school.

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 Transportation webpage. Students shall observe the following school bus rules of conduct in addition to all the rules indicated in the Student Code of Conduct. 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 GPS and 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 transportation department first.

General Rules

- Observe same conduct as in the classroom.
- No profane language, inappropriate behavior or vandalism.
- No food, gum or drinks (water only).
- Footballs, basketballs, volleyballs and skateboards must be kept in backpack.
- No tobacco, e-cigarettes, alcohol, drugs or weapons.
- No screaming, yelling or horse playing.
- Stay in your seat, face forward and buckle up at all times.
- Keep head, hands, feet and objects to yourself and inside the bus at all times and out of the aisle.
- No pens, pencils or sharp objects.
- Follow driver’s instruction, driver is authorized to assign seats.
- No electronic video/audio recording or pictures.
- Headphones are required while listening to electronic devices.
- Board and leave the bus at designated stops only.
- Ride only the bus to which you are assigned.
- Only in emergency situations may a student ride a bus to which he/she is not assigned. The campus must be notified by 1:00 p.m. A temporary bus pass will be issued to the student.
- Students may be required to walk up to ½ of a mile to arrive at the bus stop.
Students must have a SMART Tag ID badge issued by the district to board and disembark the bus. Please see section below regarding SMART Tag information and rules.

Procedures for Waiting for the Bus

- Be at the bus stop at least five (5) minutes prior to scheduled pick-up time. The driver will not wait or honk the horn.
- Stand on the sidewalk or back from the roadway while waiting for the school bus. When the bus approaches, form a line and be prepared to load immediately.
- Stand clear of the bus until it comes to a complete stop.
- If you miss the bus, go home immediately.
- Parents should instruct their child on what procedures to follow if the bus is missed.
- Parents are responsible for providing transportation to school if a student misses the bus.

Rules for Loading the Bus

- Do not push or shove.
- Use the handrail and steps.
- The bus driver will assign seats.
- Go to your seat; the bus will not move until all are seated.
- For your own safety buckle up.

Rules for Students While on the Bus

- While on the bus, rules for classroom conduct shall be followed, except that conversations in ordinary tones are permitted.
- Students must load and unload from the front door only.
- Students must sit in their assigned seat as soon as they get on the bus.
- Students must sit in their assigned seat each day. The driver may change the seating arrangement at any time, as he/she deems necessary.
- Keep all parts of the body inside the bus and feet on the floor.
- 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.
- Keep the aisle clear of books, packages, band instruments, etc.
- Do not throw anything onto or out of the bus.
- Do not eat or drink while on the bus (exception: students are permitted to drink water from plastic containers).
- All students must remain seated while the bus is in motion.
- Students shall not talk with the driver while the bus is in motion, except when necessary.
- Students must be absolutely quiet while approaching and while stopped at a railroad crossing.
- 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.
- No glass containers.
- No live animals or insects.
- No eating or chewing gum.
- Electronic devices are allowed. Pictures, videoing, etc. is not allowed. Bus drivers have the authority to take up the device if it becomes a safety issue or if inappropriate. Student will receive electronic device back when student disembarks.
- Students shall wear their seat belts at all times.
Rules After Unloading the Bus

- Cross the road in front of the bus only after checking traffic and after a signal from the driver to proceed.
- Do not attempt to re-board the bus after unloading.
- Be alert for the danger signal from the driver.
- 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 campus 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 School-Sponsored or Extra-Curricular Trips

- The aforementioned rules and regulations apply to any school-sponsored trip.
- 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.
- 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.

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 Transportation Director has the authority to take these steps out of sequence for serious violations and to repeat them if the misconduct is a serious safety violation. Infraction of any bus rules that could
endanger the health and safety of students will result in the immediate removal of the student’s bus riding privilege for the remainder of the school year. Students are subject to arrest by authorities and or removal from the bus if they refuse to follow the directions of the school bus driver.

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 may request a conference with the Director of Transportation and the campus administrator to resolve the matter.

**Request to Ride Another Bus**

Students can ride another bus in emergency situations only. Emergency bus transfer requests for a student to ride a different school bus should be made in writing with a parent signature or made through Campus Dismissal Manager. The student should deliver the note to the main office of his/her campus before the start of school. The campus will issue a Bus Pass to the student in emergency situations only and the student will need to give the pass to the Bus Driver. Requests made over the telephone are not permitted. Due to the volume of ridership, we will no longer be able to provide transportation after school for clubs, scouts, birthday parties, stay overs, etc.

**SMART Tag**

The Lake Travis Independent School District has the tremendous responsibility of transporting approximately 5,000 students on school buses each day to and from school. Ensuring the safety and security of the students riding on buses is our highest priority. LTISD Transportation Department officials have identified a system called SMART tag which places a tablet computer on each bus that is equipped with an RFID (Radio Frequency Identification Device) reader, mobile connectivity and GPS. Students will place their SMART tag ID badges on the sensor of the computer tablet when loading and unloading their bus. This ensures all riders are accounted. No student information is stored on the SMART tag ID badges.

All students registered for transportation services will receive a plastic SMART tag ID badge. SMART tag ID badges will be required each time a child enters and exits the bus. We ask parents and guardians to help enforce this requirement so that students may take advantage of the privilege to ride the bus.

LTISD drivers will not leave students unattended at their bus stop if a student forgets or loses his/her SMART tag ID badge. However, a lost SMART tag ID badge must be replaced immediately. Failure to use the supplied SMART tag ID badge will ultimately result in disciplinary action.

If a student does not have his/her SMART ID badge for three (3) consecutive days, Lake Travis ISD Transportation Department personnel will contact the parent. When a student receives the maximum number of warnings allowed, the student will be suspended from transportation services for the afternoon (PM) bus route only. Below is the maximum number of warnings allowed:

- Elementary students will receive three (3) warnings (12 consecutive days)
- Middle and high school students will receive two (2) warnings (9 consecutive days)

Example: If a high school student does not have his/her SMART tag ID badge for three (3) consecutive days, the student will receive a warning and his/her parent will be contacted. If the student does not have his/her SMART tag ID badge for the next three (3) consecutive days (days 4, 5, and 6), the parent will be contacted again and informed that the student will be suspended from transportation services if the student does not obtain a replacement SMART tag ID badge within the next three days (days 7, 8, and 9). The student will not be allowed back on the bus until he/she has obtained a replacement SMART tag ID badge.
To purchase a replacement SMART tag ID badge, parents should contact their child’s respective campus front office or the Lake Travis ISD Transportation Department at 512-533-6070. Replacement badges are $7.00 each.

Parents must register on the SMART Tag portal to receive text alerts or emails when their student’s bus is 7-10 minutes away from the bus stop, to see the location of the bus, to add or amend guardians, and to receive notifications if the bus is delayed.

**Video / Audio Recording**

For safety purposes, district school buses are equipped with video cameras that will record the conduct of the students and any verbal communication between student and driver. This recording may be used for disciplinary purposes. See Video Cameras below.

**TUTORIAL ASSISTANCE**

Tutorials may be provided for those students needing academic assistance. Arrangements should be made with the student’s teacher. Teachers are not allowed to tutor their students for pay.

**VALUABLES**

Students are responsible for all personal possessions. Personal belongings should never be left unattended and should be protected by proper identification. The school is not responsible for lost, damaged, or stolen items.

**VANDALISM**

To ensure that school facilities can serve those for whom they are intended—both this year and for years to come—littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

**VIDEO CAMERAS**

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

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

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board may make a written request for the district to place video and audio recording equipment in certain self-contained special education classrooms. The district will provide notice to before placing a video camera in a classroom or other setting in which your child receives special education services. For more information or to request the installation and operation of this equipment, speak with the principal or the Director of
Special Services, who the district has designated to coordinate the implementation of and compliance with this law.

[See EHBAF(LOCAL).]

**VISITORS TO THE SCHOOL**

**General Visitors**

Parents and others are welcome to visit district schools. Visitors, other than a student’s parent or legal guardian, must have the written permission of the parent or legal guardian before they will be allowed to visit a student at school. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the campus main office. All visitors must sign in using the district’s Raptor system. After checking in, visitors will be given a badge to wear throughout the duration of the visit. Badges should be returned to the office when the visitor signs out.

- Visitation are limited to areas approved during check-in.
- 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 preschoolers distract students, teachers, and parents.
- School-age friends or relatives of district students may visit only at lunch times and with the parent of the LTISD student. Guests are not permitted to shadow LTISD students during the instructional day.
- Visitors to campus shall not interact with other students in an attempt to resolve a negative situation. All parents are directed to report problems to the teacher, staff, and/or campus administration in lieu of personal intervention.

In unusual situations, a visit to a classroom may be warranted. To ensure the confidentiality of all students and the continuity of instruction, the following guidelines will be observed. Visits to individual classrooms during instructional time are permitted only with approval of the principal after consultation with the teacher and so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment. All visitors are expected to demonstrate the highest standards of courtesy and conduct. Disruptive behavior will not be permitted.

The following Guidelines apply to classroom visits/observations:

- Written approval from the campus principal will be obtained in advance. Prior notice will be given to the teacher (minimum 2 days) with his/her concurrence regarding scheduling.
- The visitor must sign in at the school office. The campus administrator or designee will serve as escort for the entire visit. If the escort or teacher determines that the presence of extra adults in the classroom is disruptive to the instructional process, either may terminate the observation.
- Names of students in the classroom will not be revealed. The observing person will not interact with students or staff in the class.
- An appointment for a conference with the teacher must be during the teacher’s conference period or before/after school.
- Audio and/or visual recording is not permitted.
- The length of the visit will be determined by the campus administration, but shall not exceed one hour.
- The campus principal may, at his or her discretion, make special exceptions to these requirements to accommodate visitors for special events in classrooms.
Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer has the authority to refuse entry or eject a person from district property if the person refuses to leave peaceably on request and:

- The person poses a substantial risk of harm to any person; or
- The person behaves in a manner that is inappropriate for a school setting and the person persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with FNG(LOCAL) or GF(LOCAL). However, the timelines shall be adjusted as necessary to permit the complainant to address the Board in person within 90 days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See GKA(LEGAL)]

Visitors Participating in Special Programs for Students

The district may invite representatives from patriotic societies listed in Title 36 of the United States Code to present information to interested students about membership in the society.

VOLUNTEERS

Opportunities are available throughout the year for parents or interested community members to assist as part of the volunteer program. Adults are welcome to help in the classroom at the teacher's request.

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-school aged siblings who are accompanied by their parents are welcome to eat lunch with their student, space permitting.

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.

Volunteers must check in at the front office to Raptor in, receive and wear a badge while on school campuses.

For more information, visit the LTISD Volunteer Program webpage.

WAIVER OF 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 principal who shall determine eligibility for a fee waiver.

WALKERS AND 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 at crosswalks.
Skateboard and rollerblades, and Heelys (shoes with wheels) are prohibited.

The school is not responsible for a lost or stolen bike.

WITHDRAWING FROM SCHOOL

When a student under age 18 withdraws from school, the parent or guardian must submit a written request to the principal, specifying the reasons for withdrawal and the final day the student will be in attendance. Withdrawal forms are available from the principal’s office.

A student who is age 18 or older, who is married, or who has been declared by a court to be an emancipated minor may withdraw without parental signature.

Please provide the school at least three days’ notice of withdrawal so that records and documents may be prepared.
GLOSSARY

**Accelerated instruction** is an intensive supplemental program designed to address the needs of an individual student in acquiring the knowledge and skills required at his or her grade level and/or as a result of a student not meeting the passing standard on a state-mandated assessment.

**ACT**, or the American College Test, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

**ACT-Aspire** refers to an assessment that took the place of ACT-Plan and is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

**ARD** stands for admission, review, and dismissal. The ARD committee convenes for each student who is identified as needing a full and individual evaluation for special education services. The eligible student and his or her parents are members of the committee.

**Attendance review committee** is responsible for reviewing a student’s absences when the student’s attendance drops below 90 percent, or in some cases 75 percent, of the days the class is offered. Under guidelines adopted by the board, the committee will determine whether there were extenuating circumstances for the absences and whether the student needs to complete certain conditions to master the course and regain credit or a final grade lost because of absences.

**CPS** stands for Child Protective Services.

**DAEP** stands for disciplinary alternative education program, a placement for students who have violated certain provisions of the Student Code of Conduct.

**DFPS** is the Texas Department of Family Protective Services.

**DPS** stands for the Texas Department of Public Safety.

**EOC (end-of-course) assessments** are state-mandated and are part of the STAAR program. Successful performance on EOC assessments are required for graduation. These examinations will be given in English I, English II, Algebra I, Biology, and U.S. History.

**ESSA** is the federal Every Student Succeeds Act passed in December 2015.

**FERPA** refers to the federal Family Educational Rights and Privacy Act, which grants specific privacy protections to student records. The law contains certain exceptions, such as for directory information, unless a student’s parent or a student 18 or older directs the school not to release directory information.

**IEP** stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services. The IEP contains several parts, such as a statement of the student’s present educational performance; a statement of measurable annual goals, with short-term objectives; the special education and related services and supplemental aids and services to be provided, and program modifications or support by school personnel; a statement regarding how the student’s progress will be measured and how the parents will be kept informed; accommodations for state or districtwide tests; whether successful completion of state-mandated assessments is required for graduation, etc.
IGC is the individual graduation committee, formed in accordance with state law, to determine a student’s eligibility to graduate when the student has failed to demonstrate satisfactory performance on no more than two of the required state assessments.

ISS refers to in-school suspension, a disciplinary technique for misconduct found in the Student Code of Conduct. Although different from out-of-school suspension and placement in a DAEP, ISS removes the student from the regular classroom.

PGP stands for personal graduation plan, which is required for high school students and for any student in middle school who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after he or she begins grade 9.

PSAT is the preparatory and readiness assessment for the SAT. It also serves as the basis for the awarding of National Merit Scholarships.

SAT refers to the Scholastic Aptitude Test, one of the two most frequently used college or university admissions examinations. The test may be required for admissions to certain colleges or universities.

SHAC stands for School Health Advisory Council, a group of at least five members, a majority of whom must be parents, appointed by the school board to assist the district in ensuring that local community values and health issues are reflected in the district’s health education instruction, along with providing assistance with other student and employee wellness issues.

Section 504 is the federal law that prohibits discrimination against a student with a disability, requiring schools to provide opportunities for equal services, programs, and participation in activities. Unless the student is determined to be eligible for special education services under the Individuals with Disabilities Education Act (IDEA), general education with appropriate instructional accommodations will be provided.

STAAR is the State of Texas Assessments of Academic Readiness, the state’s system of standardized academic achievement assessments.

STAAR Alternate 2 is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student’s ARD committee.

STAAR Spanish is an alternative state-mandated assessment administered to eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

State-mandated assessments are required of students at certain grade levels and in specified subjects. Successful performance sometimes is a condition of promotion and passing the STAAR EOC assessments is a condition of graduation. Students have multiple opportunities to take the tests if necessary for promotion or graduation.

Student Code of Conduct is developed with the advice of the district-level committee and adopted by the board and identifies the circumstances, consistent with law, when a student may be removed from a classroom, campus, or district vehicle. It also sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP. It outlines conditions for out-of-school suspension and for expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student’s violation of one of its provisions.
TAC stands for the Texas Administrative Code.

TELPAS stands for the Texas English Language Proficiency Assessment System, which assesses the progress that English language learners make in learning the English language and is administered for those who meet the participation requirements in kindergarten–grade 12.

TSI stands for the Texas Success Initiative, an assessment designed to measure the reading, mathematics, and writing skills that entering college-level freshmen students should have if they are to be successful in undergraduate programs in Texas public colleges and universities.

TXVSN stands for the Texas Virtual School Network, which provides online courses for Texas students to supplement the instructional programs of public school districts. Courses are taught by qualified instructors, and courses are equivalent in rigor and scope to a course taught in a traditional classroom setting.

UIL refers to the University Interscholastic League, the statewide, voluntary nonprofit organization that oversees educational extracurricular academic, athletic, and music contests.
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.
Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

**Bullying Prohibited**

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

**Examples**

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

**Retaliation**

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

**Examples**

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

**False Claim**

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

**Timely Reporting**

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District’s ability to investigate and address the prohibited conduct.

**Reporting Procedures**

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.
Report Format
A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

Notice of Report
When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

Prohibited Conduct
The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

Investigation of Report
The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

Concluding the Investigation
Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

Notice to Parents
If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

District Action

Bullying
If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District’s Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.

Discipline
A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.
The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

**Corrective Action**
Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District’s policy against bullying.

**Transfers**
The principal or designee shall refer to FDB for transfer provisions.

**Counseling**
The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

**Improper Conduct**
If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.

**Confidentiality**
To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

**Appeal**
A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

**Records Retention**
Retention of records shall be in accordance with CPC(LOCAL).

**Access to Policy and Procedures**
This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District’s website, to the extent practicable, and shall be readily available at each campus and the District’s administrative offices.