Given the unique circumstances presented by COVID-19, the District will be issuing a COVID-19 Addendum to the Student Parent Handbook to address any temporary changes in policy, practices, procedures, or expectations for the 2020-2021 school year.

Lake Travis Secondary Schools
Student/Parent Handbook
2020-2021
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LAKE TRAVIS INDEPENDENT SCHOOL DISTRICT

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

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<tr>
<td>Telephone: 512-533-6250</td>
<td>Telephone: 512-533-7500</td>
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<td>Fax: 512-533-6251</td>
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<tr>
<td>Telephone: 512-533-6500</td>
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<td>Fax: 512-533-6501</td>
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<td>Austin, Texas 78734</td>
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<tr>
<td>Telephone: 512-533-6300</td>
<td>Telephone: 512-533-6200</td>
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<tr>
<td>Fax: 512-533-6301</td>
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<tr>
<td>Austin, Texas 78734</td>
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<tr>
<td>Telephone: 512-533-6350</td>
<td>Telephone: 737-931-2400</td>
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<td>Fax: 512-533-6350</td>
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<td>Austin, Texas 78738</td>
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<tr>
<td>Telephone: 512-533-7400</td>
<td>Telephone: 512-533-6100</td>
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<td>Fax: 512-533-7401</td>
<td>Fax: 512-533-6101</td>
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<tr>
<td>Telephone: 737-931-3000</td>
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</tr>
<tr>
<td>Fax: 737-931-3001</td>
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PREFACE

To Students and Parents:

Welcome! 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 Secondary 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 Learning & Teaching Department 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 Secondary Schools 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.

NONDISCRIMINATION STATEMENT

In its efforts to promote nondiscrimination and as required by law, 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 Career and Technical Education (CTE) programs. The district provides equal access to the Boy Scouts and other designated youth groups. For information about your rights or grievance procedures contact 3322 Ranch Road 620 S., Austin, TX 78738, (512) 533-6000.

In accordance with Title IX, the district does not and is required not to discriminate on the basis of sex in its educational programs or activities. The requirement not to discriminate extends to admission and employment. Inquiries about the application of Title IX may be referred to the district’s Title IX Coordinator (see below), to the Assistant Secretary for Civil Rights of the Department of Education, or both.

Other federal laws that prohibit discrimination include Title VI, Section 504, the Age Discrimination Act, the Boy Scouts Act, and Title II.

The district has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment:

Andy Michael
Safety & Security Coordinator
16101 TX-71
Austin, TX 78738
512-533-5758
michaela@ltisdschools.org

Reports can be made at any time and by any person, including during non-business hours, by mail,
phone, or email. During district business hours, reports may also be made in person. Upon the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described by FFH (LOCAL).

The following district representatives have been designated to address concerns or inquiries about other kinds of discrimination:

For concerns regarding discrimination on the basis of disability, see the ADA/Section 504 Coordinators:

For Students:
Dr. Laura Abbott
Director of Special Services
607 Ranch Rd. 620 N.
Austin, TX 78734
512-533-6460
abbottl@ltisd.org

For Employees:
Evalene Murphy
Assistant Superintendent for Human Resource Services
3322 Ranch Rd. 620 S.
Austin, TX 78738
512-533-6024
murphye@ltisd.org

For all other concerns regarding discrimination, see:
Holly Morris-Kuentz
Deputy Superintendent
3322 Ranch Rd. 620 S.
Austin, TX 78738
512-533-6020
morris-kuentzh@ltisd.org

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 the 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. Regular board meetings are held on the third Wednesday of each month at 6:00 pm. An agenda for a regular or special meeting is posted no later than 72 hours before each meeting at the district’s Administration Building and also online under Notices. See policies at BE and BED for more information.
• Review the district’s Prekindergarten Family Engagement Plan.

CONSENT, OPT-OUT, AND REFUSAL RIGHTS

Consent to Conduct a Psychological Evaluation or Provide Mental Health Care Services

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. The district will not provide a mental health care service to a student except as permitted by law.

The district has established procedures for providing a parent with a recommendation for an intervention for a student with early warning signs of mental health concerns or substance abuse or who has been identified as at risk of attempting suicide. The district’s mental health liaison or the campus counselor will contact the student’s parent as soon as reasonably possible after the liaison or counselor learns that a student has displayed early warning signs and a possible need for intervention and provide information about available counseling options.

The district has also established procedures for staff to notify the mental health liaison(s) or school counselor regarding a student who may need intervention.

The district’s licensed social worker(s) serves as the mental health liaison, he/she can be reached at 512-533-5989 and can provide further information regarding these procedures as well as educational
materials on identifying risk factors, accessing resources for treatment or support on- and off-campus, and accessing available student accommodations provided on campus.

**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.

**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 under 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.

In other circumstances, the district will seek parental consent through a written request before making any other video or voice recording of your student. [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.]

**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). Individual communications with students via text message or a similar application (e.g., Remind 101) are allowed by teachers, trainers, or other employees who have an instructional or extracurricular duty to the student. For students in grades 8 and lower, the communication must include at least one other person. Employees may individually communicate with students enrolled in grades 9-12. Such communication may not occur between the hours of 10 pm and 6 am, except for times involving extenuating circumstances (i.e., health and safety or other critical or time sensitive situations). For communication with students via social networking pages, employees must create a professional page and allow administration and parents access.

A parent who does not want his or her child to receive any one-to-one electronic communications from a district employee should contact the campus principal.
Participation in Third-Party Surveys

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

A 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.

A parent can inspect the survey or other instrument and any corresponding 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 non-emergency, 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 screenings, or any physical examination or screening permitted or required under state law. [For further information, see policies EF and FFAA.]

A parent may inspect protected information surveys of students and surveys created by a third party; instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and instructional materials used as part of the educational curriculum.

Parents who believe their rights have been violated may file a complaint with:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202
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. A school must provide printed versions of electronic instructional materials to a student if the student does not have reliable access to technology at home.

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

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

Student Records

Accessing 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**

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 following office administers FERPA:
  Student Privacy Policy Office
  U.S. Department of Education
  400 Maryland Avenue, SW
  Washington, D.C. 20202

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

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

• When “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; a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks; and a person appointed to serve on a team to support the District’s safe and supportive school program.

- “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 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 be available to explain the records and to answer questions.

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. The addresses of the Superintendent and each campus can be found at the Campuses section at the beginning of this handbook.

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 is found online at policy FL (LEGAL) and (LOCAL) or is available from the Superintendent’s office.

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. Each year, during the enrollment or re-enrollment process, the district distributes a Student Directory Information Notice. You may object to the release, or limit the release, of your student’s directory information by filling out this form within ten school days of your student’s enrollment or re-enrollment in school. [See the Student Directory Information Notice in the enrollment/re-enrollment packet.]

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

**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. You may object to the release of your student’s information for this purpose by filling out the Student Directory...
Information Notice distributed each year during the enrollment or re-enrollment process.

**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 always attempt to provide tutoring and strategies for test-taking in ways that prevent removal from other instruction as much as possible. In accordance with state law and policy EC, 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.

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).]

**Human Development Instruction - Grades 6-9**

As a part of the district’s curriculum, students in grades 6, 7, 8 and 9 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. Lake Travis ISD currently embeds the sequence of learning through health lessons in P.E., the counselors’ guidance lessons, nurse-led instruction, and/or guest speakers.

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 accordance with state law, below is a summary of the district’s curriculum regarding human development instruction:
- The program’s goal at the secondary level is to empower teens with accurate information regarding human development and practical tools to help them make healthy decisions, build healthy relationships, and postpone sexual involvement until marriage.

For students in 6th grade, the lessons build on K-5 TEKS with additional age-appropriate information on puberty for girls and boys taught separately such as anatomy and physiology, the role of hormones, the benefits of abstinence, the difference between positive and negative relationships, resisting peer pressure, and conflict management, healthy ways to express love, and avoidance of STI’s. These lessons are taught by Austin LifeGuard during 3 class periods of either PE/Health or Science.

For students in 7th, 8th and 9th grade, the lessons are built from Health TEKS that cover information such as the difference in growth patterns and how the onset of puberty may affect personal health, physical and emotional changes of puberty, risk factors associated with communicable and non-communicable diseases, abstinence only approach to relationships in preventing pregnancy, STI’s, and HIV, and the influence of media on our decision, refusal skills. These lessons are taught by Austin LifeGuard during 3 consecutive Science periods.

As a parent, you are entitled to review the curriculum materials. In addition, you may remove your child from any part of the human sexuality 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 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**

**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

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

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

Parental Role in Certain Classroom and School Assignments

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 in writing 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. 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.

At the end of the first grading period following the multiple birth siblings’ enrollment in school, if the principal, in consultation with the teacher, determines that the requested classroom placement is disruptive to the school, the principal may determine the appropriate classroom placement for the siblings. A parent may appeal the principal’s classroom placement by filing a grievance in accordance with the district’s FNG (LOCAL) policy. During the appeal, the siblings shall remain in the classroom chosen by the parent.

School Safety Transfer/Assignment

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

The board may transfer a student who has engaged in bullying to another classroom. The board will consult with the parent of a child who has engaged in bullying before deciding to transfer the child to another campus.

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

[See Bullying in this handbook and policies FDB and FFI for more information.]

The district will honor a parent’s request for the transfer of his or her child to a safe public school in the district if the child attends a school identified by the Texas Education Agency as persistently dangerous or if the child has been a victim of a violent criminal offense while at school or on school grounds. [See policy FDE for more information.]
The board will honor a parent’s request for the transfer of his or her child to another district campus if the child has been the victim of sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for the assault. In accordance with policy FDE, if the victim does not wish to transfer, the board will transfer the assailant.

**Student Use of a Service/Assistance Animal**

A parent of a student who uses a service/assistance animal because of the student’s disability must submit a 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 in the conservatorship (custody) of the state who enrolls in the district after the beginning of the school year will be allowed credit-by-examination opportunities at any point during the year. The district will grant partial course credit by semester when a student only passes one semester of a two-semester course.

A student in the conservatorship (custody) of the state 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 its graduation criteria.

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

- Assist the student with the completion of 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 student who is homeless in grade 11 or 12 transfers to another school district but does not meet
the graduation requirements of the receiving district, state law allows the student to 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 student who is homeless 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.

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

There is an exception to the 45-school-day timeline. If the district receives a parent’s consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the student is absent from school for three or more days during the evaluation period, the June 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 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**

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

**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, state law permits the parent or guardian to request that other students residing in the household be transferred to the same campus—if the grade level for the transferring student is offered on that campus. The student receiving special education services would be entitled to transportation; however, the district is not required to provide transportation to other children in the household. The parent or guardian should contact the school principal regarding transportation needs prior to requesting a transfer for other children 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 defined in federal law. [See Policy FB; see also **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 contain 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 child 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

Prekindergarten 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.

Ages 6 through 18

State law requires that a student who is at least 6 years of age, or who is younger than six years of age and has previously been enrolled in first grade, and who has not yet reached their 19th birthday, shall attend school, as well as any applicable accelerated instruction program, extended year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

State law requires a student in kindergarten–grade 2 to attend any assigned accelerated reading instruction program. Parents will be notified in writing if their child is assigned to an accelerated reading instruction program based on 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.

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 the student incurs more than five unexcused absences in a semester, the district may revoke the student’s enrollment. The student’s presence on school property thereafter would be unauthorized and may be considered trespassing. [See policy FEA.]

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 (if applicable) 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 for purposes of compulsory attendance, and the student will be considered in attendance for purposes of funding.

<table>
<thead>
<tr>
<th>Excused Absences</th>
<th>Acceptable Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observing religious holy days (including one day for travel to site and one day of travel from the site.)</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. A consultation over the</td>
<td>Note from health care professional that is signed and dated</td>
</tr>
<tr>
<td>Activity</td>
<td>Documentation</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Appearing at a governmental office to complete paperwork related to student’s application for US citizenship or taking part in student’s own 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 students diagnosed with 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. A consultation over the phone or via video (telemedicine) is considered an appointment with a healthcare professional.</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 each year)</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 full-time in Texas Virtual School Network (TxVSN). Students enrolled in one or more TxVSN courses but attend part of the day at a regular campus and not scheduled to be on campus during official attendance taking time should have their attendance taken during the part of the day they are on campus.</td>
<td>Enrollment and approval forms from TXVSN coordinator.</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</td>
<td>Copy of deployment order or other official military documentation.</td>
</tr>
</tbody>
</table>
months (for up to 5 days) Attending required court appearances (including one day of excused travel to the site and one day of excused travel returning from site). Absences to meet with probation officers and other absences related to court-ordered activities outside of the courtroom does not qualify (exception for students in conservatorship of DFPS)

Participating in an activity ordered by court or required by a service plan, for students in the conservatorship of DFPS

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)

Attendance at an off-campus dual credit program course and not scheduled to be on campus during any part of the school day

Attendance at an off-campus work-based learning opportunity and not scheduled to be on campus during any part of the school day

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)

Participation in UIL or other board-approved extracurricular activity

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 for purposes of compulsory attendance. The district, however, will not receive funding for your child for these missed days of school.

<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.

If a student has established a questionable pattern of absences, the principal or attendance committee may require that a student present a physician's or clinic's statement of illness after a single day's absence as a condition of classifying the absence as one for which there are extenuating circumstances.

| 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 the 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 permission, 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 504 committee will be notified, and the committee will determine whether the attendance
issues warrant an evaluation, a reevaluation, and/or modifications to the student’s individualized education program or Section 504 plan, as appropriate.

**Ages 6 through 18**

When a student ages 6 through 18 incurs unexcused absences for three or more days or parts of days within a four-week period, the school will send a notice to the student’s parent, as required by law, to remind the parent that it is the parent’s duty to monitor the student’s attendance and to require the student to come to school. The notice will also inform the parent that the district will initiate truancy prevention measures and request a conference between school administrators and the parent. These measures will include a behavior improvement plan, school-based community service, or referrals to either in-school or out-of-school counseling or other social services. Any other measures considered appropriate by the district will also be initiated.

The truancy prevention facilitator for the district is the Deputy Superintendent or designee. If you have questions about your student and the effect of his or her absences from school, please contact your campus administrator.

A court of law may also impose penalties against a student’s parent if a school-aged student is deliberately not attending school. A complaint against the parent may be filed in court if the student is absent without excuse from school on ten or more days or parts of days within a six-month period in the same school year.

If a student ages 12 through 18 incurs unexcused absences on ten or more days or parts of days within a six-month period in the same school year, the district, in most circumstances, will refer the student to truancy court. [See policy FEA (LEGAL) and FED (LEGAL).]

**Age 19 or Older**

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

**Attendance for Credit or Final Grade (K-12)**

To receive credit or a final grade in a class, a student in kindergarten-grade 12 must attend at least 90 percent of the days the class is offered. A student who attends at least 75 percent but fewer than 90 percent of the days the class is offered may earn credit for the class or a final grade by completing a plan approved by the principal, which allows the student to fulfill the instructional requirements for the class. If a student is involved in a criminal or juvenile court proceeding, the approval of the judge presiding over the case will also be required before the student receives credit or final grade for the class.

If a student attends less that 75 percent of the days a class is offered or has failed to successfully complete the plan approved by the principal, then the student, parent, or a representative may submit a written petition to the campus attendance committee requesting award of credit or a final grade. Petitions for credit or a final grade may be filed at any time the student receives notice but, in any event, no later than 30 days after the last day of classes. The attendance committee shall review the student’s 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 the Texas Education Agency (TEA) reflecting attendance at a specific time each day.

Official attendance at the **middle schools** will be taken at **10:00 am**, during the second instructional period of each day.
Official attendance at the high school will be taken at **10:35 a.m.**, during the second instructional period of each day.

Students 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 documentation of the absence.

**Make-Up Hours**

Students who are denied credits or have not received a final grade for a course due to excessive absences may be provided the opportunity to make up the absences before school, after school, or at Saturday School. The makeup of attendance hours lost during the final nine-week grading period of the current school year must be completed no later than 20 calendar days beyond the last day of instruction for that school year.

**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.]

**ACCOUNTABILITY UNDER STATE AND FEDERAL LAW**

The district 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;
- 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 **State Accountability** webpage. 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**.

**ALTERNATING BLOCK SCHEDULE - GRADES 9-12**

Lake Travis High School will operate on an alternating block format with four class meetings every other day. Four grading periods comprise the school year. (See **Grades** for more information regarding the grading system on this schedule.) Most courses will meet every other day, all year (approximately 36 weeks). If a course is “double-blocked” it will meet every day, all year, and will consume two of the eight total blocks.
The student calendar will be divided between “A” days and “B” days. These days will alternate every school day so that if a school week ends on an “A” day, the next school week will start on a “B” day. Non-school days including weekends and holidays are not designated as an “A” or “B” day, so if a school week ends on a “B” day with a holiday the following Monday, the next school day (Tuesday) would be an “A” day. Please see the LTHS Bell Schedule on the high school’s website for more information.

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 written announcements delivered via email or online newsletter.

ARMED SERVICES VOCATIONAL APTITUDE BATTERY TEST - GRADERS 10-12

A student in grades 10–12 will be offered an opportunity to take the Armed Services Vocational Aptitude Battery test and consult with a military recruiter. Please contact your counselor for more information about this opportunity.

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](location) located on the District 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 child 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 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).

**CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS**

Lake Travis ISD offers various career and technical programs in the following areas: Agriculture, Food & Natural Resources, Architecture & Construction, Arts, A/V Technology & Communications, Business, Marketing, and Finance, Education and Training, Health Science, Hospitality and Tourism, Information Technology, Manufacturing, Law and Public Service, and Science, Technology, Engineering & Math. Admission to these programs is based on student interest and completion of any identified prerequisites.

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

District policy also prohibits discrimination on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1946, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

The District will take steps to ensure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs. [See Statement of Nondiscrimination for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator.]

CAVS IN SERVICE

CAVS in Service is a non-paid volunteer service for the betterment of others beyond oneself. Its mission is to facilitate, encourage and support student volunteerism in the community, and its vision is that every student serve a minimum of 100 volunteer hours upon graduation from Lake Travis High School, inspiring a lifelong passion for altruistic service. Students can begin accumulating volunteer service hours effective June 1st of the start of their freshman year (including eligible summer activities performed during the summer following 8th grade). For additional information please review the CAVS in Service webpage.

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).

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.

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

**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.

This type of behavior may constitute bullying or harassment, as well as impede future endeavors of a student. We encourage you to review with your child the **“Before You Text” Sexting Prevention Course**, a state-developed program that addresses the consequences of engaging in sexting.

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.

**CERTIFICATIONS AND LICENSURES**

Several Career and Technical Education (CTE) courses offer industry standard certifications and licensures that students may take examinations to obtain. For more information, please contact the CTE teacher or the Director of Learning & Teaching - Secondary at 512-533-6032.
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.

CHEATING

Honesty and integrity are essential to the culture of Lake Travis ISD because they are the backbone of a student’s success. Cheating includes, but is not limited to, copying the work of another student or allowing one’s work to be copied, talking during a quiz/exam, sharing the contents of or answers to any quiz/exam with another student, using hidden notes during a quiz/exams, using prohibited electronic devices during a quiz/exam, or plagiarizing the work of another author. Cheating is prohibited in the Student Code of Conduct.

Middle School Consequences

Consequences for cheating in the middle school are as follows:

Homework: Student receives a zero and the teacher has the option to write a referral or may handle it themselves. Parents must be contacted. Referral results in detention or other consequences based on the student's discipline history/progression.

Quiz/Test/Project: Referral resulting in Saturday Detention or ISS; student has the opportunity to redo the quiz/test/project for a maximum grade of a 70.

High School Consequences

Please see the Lake Travis High School Honor Code.

CHILD SEXUAL ABUSE, TRAFFICKING, AND OTHER MALTREATMENT OF CHILDREN

The district has established a plan for addressing child sexual abuse, trafficking, and other maltreatment of children, which includes annual all staff training and training of all substitutes, additional training for counseling staff on identifying and responding to sex trafficking, and the use of child abuse posters on campuses to increase awareness for students and staff. Trafficking includes both sex and labor trafficking.

Warning Signs of Sexual Abuse

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, to report the suspected abuse or neglect to law enforcement or to Child Protective Services.
A child who has been or is being sexually abused may exhibit physical, behavioral, or emotional warning signs, including:

- Difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches;
- 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; or
- Withdrawal, depression, sleeping and eating disorders, and problems in school.

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

**Warning Signs of Trafficking**

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

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

Possible warning signs of sexual trafficking in children include:

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

Additional warning signs of labor trafficking in children include:

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

Anyone who suspects that a child has been or may be abused, trafficked, or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

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

If your child is a victim of sexual abuse, trafficking, or other maltreatment, the school counselor or principal will provide information on counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (DFPS) 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.

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

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

The following websites might help you become more aware of child abuse and neglect, sexual abuse, trafficking, and other maltreatment of children:

- Child Welfare Information Gateway Factsheet
- KidsHealth, For Parents, Child Abuse
- Office of the Texas Governor’s Child Sex Trafficking Team
- Human Trafficking of School-aged Children
- Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault
- National Center of Safe Supportive Learning Environments: Child Labor Trafficking

CLASS RANK AND WEIGHTED NUMERICAL GRADE AVERAGE - GRADES 9-12

In the calculation of class rank, the district only includes semester grades earned in high school credit courses taken in grades 9-12, except for those courses excluded below. The calculation will include failing grades.

The calculation of the student’s class rank shall exclude grades earned in the following classes:

- Physical education through district-approved private or commercially sponsored physical activities (PE waivers);
- Distance learning courses*;
- Dual credit courses;
- Credit recovery courses taken through an online program;
- Courses for which students have previously received credit;
- Summer school courses taken for original credit without prior instruction;
- Local credit courses;
● Pass/fail courses; and
● Credit by examination, with or without prior instruction.

*Distance learning courses do not include remote learning courses provided by Lake Travis ISD during the 2020-2021 school year.

The district categorizes and weights eligible courses as Advanced, Honors, and Regular, as designated in the LTHS Course Catalog. The district will assign weights to semester grades earned in eligible courses and calculate a weighted numerical grade average, in accordance with the following:

<table>
<thead>
<tr>
<th>Category</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular</td>
<td>Multiplied by 1.0</td>
</tr>
<tr>
<td>Honors (including Pre-AP and Honors courses)</td>
<td>Multiplied by 1.1</td>
</tr>
<tr>
<td>Advanced (including AP, OnRamps, and Advanced Honors courses)</td>
<td>Multiplied by 1.2</td>
</tr>
</tbody>
</table>

The district will record unweighted numerical grades on student transcripts.

A student shall be required during grades 9-12 to earn a minimum of 4 unweighted credits that shall be used in the calculation of class rank. In addition, a student shall be required to complete at least three of the four required unweighted credits prior to the beginning of his or her senior year.

**IMPORTANT NOTE:** The district will apply the same class rank calculation method and rules for local graduation honors for all students in a graduating class, regardless of the school year in which a student first earned high school credit.

For further information, see policy EIC (LOCAL).

**COLLEGE AND UNIVERSITY ADMISSIONS AND FINANCIAL AID**

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

- Completes the distinguished level of achievement under the foundation graduation program (a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses); or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

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

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

The University of Texas at Austin may limit the number of automatically admitted students to 75 percent of the University’s enrollment capacity for incoming resident freshmen. During the summer and fall 2020 terms and spring 2021 term, the University will admit the top six percent of a high
school’s graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

As required by law, the district will provide written notice concerning automatic college admission, the curriculum requirements for financial aid, and the benefits of completing the requirements for automatic admission and financial aid. Parents and students will be asked to sign an acknowledgment that they received this information.

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

**COLLEGE CREDIT COURSES - GRADES 9-12**

Students in grades 9–12 have opportunities to earn college credit through the following methods:

- Certain courses taught at the high school campus, which may include courses termed dual credit, dual enrollment, Advanced Placement (AP), or college preparatory;
- Enrollment in an AP or dual credit course through the Texas Virtual School Network (TXVSN);
- Enrollment in courses taught in conjunction and in partnership with Austin Community College (ACC), which may be offered on or off campus;
- Enrollment in courses taught at Lake Travis High School by ACC staff;
- Dual enrollment courses in conjunction with the University of Texas OnRamps; and
- Certain courses with local agreements.

All of these methods have eligibility requirements and must be approved prior to enrollment in the course. Please see the counselor for more information. Depending on the student’s grade level and the course, an end-of-course assessment may be required for graduation and, if so, will affect a student’s final course grade.

It is important to keep in mind that not all colleges and universities accept credit earned in all dual credit, dual enrollment, or AP courses taken in high school for college credit. Students and parents should check with the prospective college or university to determine if a particular course will count toward the student’s desired degree plan.

**COLLEGE DAYS - GRADES 11-12**

A junior or senior student’s absence of up to two days related to visiting a college or university will be considered an excused absence, provided the student receives approval from the campus principal, follows the campus procedures to verify such a visit, and make up any work missed.

College trips must be approved in advance by the attendance office and must be requested on an official application form, which is available in the attendance office. College days may not be taken during exams, or in conjunction with Thanksgiving, Winter Break, Spring Break, or Easter Holidays. College days will not count for purposes of determining final exam exemptions provided the following procedures are followed:

- If prior approval is obtained from the attendance office,
- The college visitation form is completed with all signatures and returned to the attendance office one week prior to the visitation date; and
- Written documentation from the University/College admissions office is provided to the
attendance office.

**COMMUNICATIONS - AUTOMATED**

**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 for the school to send information specific to your child, your child's school, or the district. If you provide a phone number for this purpose, please notify the school’s administration office immediately if your number changes.

The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or email communications that are closely related to the school's mission, so prompt notification of any change in contact information will be crucial.

Standard messaging rates of your wireless phone carrier may apply.

If you have specific requests or needs related to how the district contacts you, please contact your child’s principal.

**COMPLAINTS AND CONCERNS**

Usually student or parent complaints or concerns can be addressed informally. 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 a phone call 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.

For those complaints and concerns that cannot be resolved informally, the board has adopted a Student and Parent Complaints/Grievances policy at FNG (LOCAL). The complaint forms can be accessed by contacting the Superintendent’s office at 512-533-6020.
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 used are not considered private and may be logged or monitored by district staff.

Your child 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 child 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 child, and/or (3) request that a provider refrain from sharing, or delete, any information it has about your child. A parent who asks a provider to delete their child’s information must notify the Deputy Superintendent in writing. This will prevent your child from participating in some of the district’s educational activities, and the district is not obligated to develop alternative activities for your child.

Acceptable Use of Technology Resources

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

Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Unacceptable and Inappropriate Use of Technology Resources

Students are prohibited from possessing, sending, forwarding, posting, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another’s reputation, or illegal. This prohibition also applies to conduct off school property, whether 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.
This type of behavior may constitute bullying or harassment, as well as impede future endeavors of a student. We encourage you to review with your child the “Before You Text” Sexting Prevention Course, a state-developed program that addresses the consequences of engaging in sexting.

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

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

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

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).

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

- 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 is also considered a disruption.

**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/PARENTS 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.

**CORRESPONDENCE COURSES - GRADES 9-12**

Students may earn a maximum of 3 credits towards graduation by correspondence. Students may only be enrolled in one correspondence course at a time. Credit toward state graduation requirements will be granted after successful completion if the institution offering the course is the University of Texas at Austin, Texas Tech University, or another higher-education institution approved by the Associate Principal for Curriculum. Grades earned in correspondence courses are not used to compute class rankings or weighted numerical grade average. Seniors must complete correspondence courses and submit grades by a time determined by campus administration to be eligible for graduation. Any extension must be cleared through the Associate Principal for Curriculum. Student athletes need to check with the NCAA Eligibility Center concerning their policy for accepting or rejecting CBE’s, correspondence courses, and computer-based recovery programs. Taking a correspondence course for graduation credit requirements requires a signed request form from the student’s high school counselor.

**COUNSELING SERVICES**

The district has a comprehensive school counseling program that includes:

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

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• Systems to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students.

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

The school counselor will provide information to students and parents about college and university admissions and the importance of planning for postsecondary education, including appropriate coursework and financial aid availability and requirements. In either grade 7 or 8, each student will receive instruction on how best to prepare for high school, college, and a career.

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

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

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

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

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

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

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

A student in grades 9 -12, or in a lower grade when a student is enrolled in a high school credit-bearing course, earns credit for courses for high school graduation in .5 increments. A student will earn credit for courses for high school graduation only if the student receives a grade which is the equivalent of 70 or higher on a scale of 100, based upon the essential knowledge and skills of each course.

**Partial Credit**

If a student earns a passing grade in only one semester of a two-semester course and the combined grade for the two semesters results in an overall average of a 70 or higher, the student will receive credit for the full year (1 credit). If a student earns a passing grade in only one semester of a two-semester course and the combined grade for the two semesters is lower than 70, the District shall award the student credit for the semester with the passing grade (.5 credit). The student shall be required to retake only the semester in which he or she earned a failing grade. Semester averaging is only allowed between semesters in a single school year and not over multiple years.

**Transfer Credit Policy**

**Course Credit from an Accredited State, National, or International School**

LTHS grants course credit from any accredited educational institution provided that (1) the course credit is recorded on an official transcript of that educational institution, (2) the course is a recognized credit course in the State of Texas, and (3) the course meets the State of Texas TEKS for the specific course.

When a student transfers grades for courses that would be eligible under the Regular category and the district has accepted the credit, the district shall include the grades in the calculation of class rank. When a student transfers grades for courses that would be eligible to receive additional weight under the district’s weighted grade system, the district shall assign additional weight to the grades based on the categories and grade weight system used by the district only if a similar or an equivalent course is offered to the same class of students in the district. However, a student who transfers to the district with successful completion of International Baccalaureate (IB) courses, the district shall assign additional weight.

If the educational institution grades on the IB grade scale, Lake Travis High School shall assign the following percent range:

<table>
<thead>
<tr>
<th>IB Grade</th>
<th>% Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>96-100</td>
<td>Excellent</td>
</tr>
<tr>
<td>6</td>
<td>90-95</td>
<td>Very Good</td>
</tr>
<tr>
<td>5</td>
<td>80-89</td>
<td>Good</td>
</tr>
<tr>
<td>4</td>
<td>70-79</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>3</td>
<td>60-69</td>
<td>Mediocre</td>
</tr>
<tr>
<td>2</td>
<td>50-59</td>
<td>Poor</td>
</tr>
<tr>
<td>1</td>
<td>50</td>
<td>Very Poor</td>
</tr>
</tbody>
</table>
If the educational institution does not provide a numerical grade, LTHS shall assign the following numerical grades for letter grades:

**Letter Grade Conversion Table**

<table>
<thead>
<tr>
<th>A+ = 98</th>
<th>A = 95</th>
<th>A- = 92</th>
<th>A = 4.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>B+ = 88</td>
<td>B = 85</td>
<td>B- = 82</td>
<td>B = 3.0</td>
</tr>
<tr>
<td>C+ = 78</td>
<td>C = 75</td>
<td>C- = 72</td>
<td>C = 2.0</td>
</tr>
<tr>
<td>D+ = 68</td>
<td>D = 65</td>
<td>D- = 62</td>
<td>D = 1.0</td>
</tr>
</tbody>
</table>

Transfer credit will not be awarded for any grade that is a “D” unless credit is reflected on the transcript of the educational institution that assigned the grade. In those cases, LTHS will honor that credit. Credit will not be awarded any courses receiving an “F”. Any “P” pass shall not be used in the calculation of class rank; however, credit shall be granted for any course receiving a “P” and meeting the above three criteria as stated in the first paragraph. Course credit earned through credit recovery will receive a “P.”

**Course Credit for Correspondence Courses**

Students may earn a maximum of 3 credits towards graduation by correspondence. Students may only be enrolled in one correspondence course at a time. Credit toward state graduation requirements will be granted after successful completion if the institution offering the course is the University of Texas at Austin, Texas Tech University, or another public institution approved by the Commissioner. Grades earned in correspondence courses are not used to compute class rank. Seniors must complete correspondence courses and submit grades by a time determined by campus administration to be eligible for graduation. Any extension must be cleared through the Associate Principal for Curriculum. Student athletes need to check with the NCAA Eligibility Center concerning their policy for accepting or rejecting CBE’s, correspondence courses, or a computer-based recovery program. **Requires signed request form from the student’s high school counselor.**

**Course Credit for Dual Credit Courses**

Dual credit for approved courses as listed in the most recent Lake Travis High School Course Catalog shall be accepted for a grade of “C” or higher as shown on the institution of higher learning’s official transcript. Dual credit courses with a grade of “B” or higher may be used to meet one Advanced Measure on the Lake Travis Scholar Program. No grade points shall be granted for the purpose of class rank for any dual credit course including any transfer dual credit course credit shown on the institute’s official transcript; however, if a letter or numerical grade appears on the higher learning institution’s official transcript, or on the transferring institute’s official transcript, a numerical grade shall appear on the Lake Travis High School transcript. If the grade is a letter grade, a numerical grade shall be recorded following the letter grade conversion table above. If the grade for a dual credit course is failing, no failure will be recorded on the Lake Travis High School transcript.

**Course Credit for Dual Enrollment Courses (OnRamps)**

OnRamps dual-enrollment courses offer the opportunity for high school students to earn high school credit from Lake Travis High School and the opportunity to earn college credits from The University of Texas at Austin through a distance education course. Through this dual enrollment program, students enroll at Lake Travis High School in a semester- or year-long course taught by a high school teacher. The high school teacher evaluates student progress and assigns grades in accordance with the course standards. The student receives high school credit in the same way a student receives credit for any other high school course. The student’s high school grade will be recorded on his/her high
Lake Travis High School transcript. OnRamps courses will be categorized and weighted as an Advanced course.

During the course, at designated periods, students may also be eligible to enroll in a distance course for college credit. An eligible student will complete a series of additional required assignments and assessments by the UT Austin faculty and academic staff to determine successful completion of the distance course. The UT Austin instructor evaluates student progress and student grades based on the college assessments. An eligible student who successfully completes the distance course will have his/her college course grade recorded through the Office of the Registrar at UT Austin. Grades for the high school and college courses may differ, as the assignments that determine each grade may differ.

**Course Credit for Summer School Courses**

Lake Travis High School offers a limited number of courses during the summer for both credit recovery and original credit without prior instruction. Please see the Lake Travis High School website for further details regarding course offerings, costs and times/dates. Student athletes need to check with the [NCAA Eligibility Center](https://ncaa.org) concerning their policy for accepting or rejecting summer school, CBE’s, correspondence courses, and computer-based recovery programs.

**Course Credit for Homeschool**

Course credit shall be granted by Lake Travis High School for high school homeschool courses that meet the three basic criteria as follows: (1) the course credit is recorded on an official transcript of that educational institution, (2) the course is a recognized credit course in the State of Texas, and (3) the course meets the State of Texas TEKS for the specific course, provided that the student is able to pass a credit-by-exam for the specific course. Determination of a course meeting the TEKS (Texas Essential Knowledge and Skills) shall be made based upon the curriculum as presented by the homeschool. No grade points shall be granted for the purpose of rank for any homeschool course including any transfer course credit as shown on an institute’s official transcript for such a course; however, if a letter or numerical grade appears on the testing institution’s official transcript or grade report for the homeschool course or on a transferring institute’s official transcript, a numerical grade may appear on the Lake Travis High School transcript. If the grade is a letter grade, a numerical grade shall be recorded following the letter grade conversion above.

**High School Courses Taken in Middle School**

LTISD offers courses for high school credit in middle school. Students who take these courses must show satisfactory completion of the prerequisite and Texas Essential Knowledge and Skills as well as state and district requirements. Credit will be reflected on the student’s high school transcript; grades for these courses will not be used in calculating class rank. Students who complete Algebra 1 and/or Geometry in middle school should plan to continue with higher-level mathematics courses in grades 9-12. Students who successfully complete another language in the 8th grade may use this unit to satisfy one credit of the “Other Languages” requirement.

**Transcript Assessment**

The school registrar is responsible for a transcript assessment and the award of any and all credits including honor points for any transfer student within thirty (30) days of receipt of an official transcript from a student’s former school following transfer policies as outlined in this document.

The school registrar may seek assistance from the Associate Principal and/or the building principal in a transcript assessment.
Any language translation for an official school transcript in a language other than English will be at the expense of the student/parent.

A student may appeal the school registrar’s transcript assessment to the Associate Principal with the final decision resting with the building principal who may appoint a committee consisting of: a counselor, a teacher, and an administrator to review the transcript assessment based upon transfer policies/procedures as outlined in this document. A disagreement with this decision may be appealed through FNG (LOCAL).

**CREDIT BY EXAMINATION** (If A Student Has Taken the Course/Subject – “Credit Recovery”)

A student who has previously taken a course or subject—but did not receive credit or a final grade for it—may, in circumstances determined by the principal or attendance committee, be permitted to earn credit or a final grade by passing an examination approved by the district’s board of trustees on the essential knowledge and skills defined for that course or subject. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences or coursework by a student transferring from a non-accredited school. The opportunity to take an examination to earn credit for a course or to be awarded a final grade in a subject after the student has had prior instruction is sometimes referred to as “credit recovery.”

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

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

Credit by examination shall not be used to gain eligibility for participation in extracurricular activities.

Tests shall be administered according to procedures approved by the Superintendent or designee. [See policy EHDB.]

**CREDIT BY EXAMINATION FOR ADVANCEMENT/ACCELERATION** (If A Student Has Not Taken the Course/Subject)

A student will be permitted to take an examination to earn credit for an academic course or subject area 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 (LOCAL).

**Grades 6-12**

The district will give a student in grades 6 or above credit for an academic subject in which the student has received no prior instruction if the student scores (1) a three or higher on a College Board advanced placement examination that has been approved by the board for the applicable course; (2) a scaled score of 50 or higher on an examination administered through the College-Level Examination Program (CLEP) and approved by the board of trustees for the applicable course; or (3) Eighty percent or above on any other criterion-referenced test approved by the board for the applicable course. If a student is given credit in a subject on the basis of an examination on which the student scored 80 percent or higher, the district will enter the examination score on the student’s transcript and the student will not be required to take an end-of-course (EOC) assessment. A student may take an examination to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the high school course sequence, the student must complete the course.

Tests for acceleration will be offered quarterly. Grades earned through credit by examination shall not be included in the student’s weighted numerical grade average. [See EIC (LOCAL).]

**CREDIT RECOVERY**

Other credit recovery programs may be made available for students who are behind in credit accrual. Credit recovery is determined on an as needed basis. Credit recovery is a computer-based recovery program. Please see a counselor for more information on credit recovery guidelines. Credit recovery is also available during summer school.

**DANCES/SOCIAL EVENTS - GRADES 6-8**

The middle schools sponsor grade level dances for eighth graders. Only students enrolled at each individual middle school are permitted to attend their respective dances. Once inside the dance, a student is not allowed to leave the area and re-enter. Dances are scheduled in the evening. Parents are responsible for transportation to and from the dances and are encouraged to be prompt when picking up their child. Sixth and seventh grade students will be offered opportunities to socialize at grade level parties held during the school year.

Students not in attendance during the school day, in ISS during the school day, in DAEP, suspended, or expelled from school are prohibited from attending dances or parties. Students who are in ISS, in DAEP, suspended, or expelled are prohibited from attending dances or parties until the term of the discipline consequence is completed.
DETENTION HALL

Since detention is an integral part of the school discipline process, in accordance with the Student Code of Conduct, a student who violates the school's rules of conduct may be assigned before-school, during school, after-school, or Saturday School. Parents may be given notice before a student is assigned to the detention hall in order to make arrangements for transportation. Detention before or after school may be assigned as determined by the campus. Parents are responsible for providing transportation or students may ride the late bus. No transportation is provided for Saturday detentions. If detentions are not served, students will be referred to the campus administrator for further disciplinary action.

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 parents. 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.

**DISTANCE LEARNING**

Distance learning and correspondence courses include courses that encompass the state-required essential knowledge and skills but are taught through multiple technologies and alternative methodologies such as internet, video-conferencing, and instructional television.
If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through the Texas Virtual School Network (TXVSN), as described below, in order to earn credit in a course or subject, the student must receive permission from the principal prior to enrolling in the course or subject. If the student does not receive prior approval, the district may not recognize and apply the course or subject toward graduation requirements or subject mastery.

**Texas Virtual School Network (TXVSN)**

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

Depending on the TXVSN course in which a student enrolls, the course may be subject to the “no pass, no play” rules. In addition, for a student who enrolls in a TXVSN course for which an end-of-course (EOC) assessment is required, the student must still take the corresponding EOC assessment.

If you have questions or wish to make a request that your child be enrolled in a TXVSN course, please contact the school counselor. Unless an exception is made, a student will not be allowed to enroll in a TXVSN course if the school offers the same or a similar course.

A copy of policy EHDE is distributed to parents of middle and high school students at least once each year through this Handbook (see Appendix). If you have questions about this policy, please contact the campus principal.

**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 campus principal before 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 supervision of instructional personnel as a part of instruction or other authorized classroom activities. To be considered, any non-school material must include the name of the sponsoring person or organization. The campus principal will make the decision regarding approval within 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 a 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 non-curriculum-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.

**DRESS AND GROOMING CODE**

The secondary 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 a teacher or campus administration.

Students may wear uniforms associated with approved campus extracurricular activities, as directed/approved by the principal or sponsor.

**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.

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) and low-crotch pants are prohibited.

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

Spandex or form fitting pants must be worn with a shirt or tunic that covers the student’s buttocks.

**Shorts / Skirts / Dresses**

Shorts, skirts, dresses, and skorts must be fingertip length with arms relaxed and fully extended down the student’s side or have an inseam no less than three inches.

Slits in shorts, skirts, dresses, or skorts must not be above the fingertips or be of a distracting nature to the school environment.

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 and facial hair 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.

The administrator in cooperation with the sponsor, coach, or other person in charge of an extracurricular activity, may regulate the dress and grooming of students who participate in the activity through an extracurricular code of conduct. Students who violate those standards may be removed or excluded from the activity for a period determined by the administrator or sponsor and may be subject to other disciplinary action.

Consequences
The following consequences will be enforced when a student violates the Dress Code.

First offense
High School: The student will be required to change clothes. The student will receive a warning and the student’s parent will be notified.
High School: The student will be required to change clothes. The student will receive a 4-hour Friday night detention, and the student’s parent will be notified.

Middle School: The student will be required to change clothes, and the student’s parents will be notified.

Third offense

High School: The student will be required to change clothes. The student will receive a 4-hour Friday night detention, Saturday detention, and the student’s parent will be notified.

Middle School: The student will be required to change clothes. The student will receive a 1-hour detention and parents will be notified.

Fourth offense

High School: The student will receive 3 days of out-of-school suspension. A parent conference will be held.

Middle School: The student will be required to change clothes, parents will be notified and the student will receive a 2 or 3-hour detention.

DRIVER LICENSE ATTENDANCE VERIFICATION

A currently enrolled student seeking a driver’s license shall submit the Texas Department of Public Safety Verification of Enrollment and Attendance Form (VOE), signed by the parent, to the campus attendance office. The district will issue a VOE only if the student meets class credit or attendance requirements. The VOE form is available at https://www.tdlr.texas.gov/driver/forms/VOE.pdf. Further information may be found on the Texas Department of Public Safety website https://www.dps.texas.gov/driverlicense/teendriver.htm.

**********IMPORTANT NOTICE**********

Students needing Verification of Enrollment (VOE) form to obtain a driver's permit, license or attend a driving school will need to fill out a written request in the Attendance Office. A mandatory TWENTY-FOUR HOUR NOTICE is required to obtain this form. Students who will become of age over the summer will need to obtain this form BEFORE the last day of class in the academic calendar. A student must clear all outstanding school obligations prior to receiving a VOE form.

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. 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 and enrollment instructions may be accessed on the District’s [New Student Enrollment](#) webpage. 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 document, 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 document. 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

In addition to proof of residency, a parent or other person with legal control of the student shall furnish to the district all of the following upon enrollment:

- 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.

Students Who Are Homeless

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

EXAMS - MIDTERMS AND FINALS - GRADES 9-12

Protecting the integrity and fairness of the examination protocols is essential. The following rules apply to ensure that the testing process is equitable to all students, and that no unfair advantage can be gained.

During the administration of a midterm or final examination, all students must remain in the classroom to the end of the class period. There will be no early dismissal. Only the principal or associate principal can approve exceptions to this policy.

Makeup Policy

It is strongly advised that families do not schedule activities that conflict with final examinations. Requesting to take exams early or missing exams for travel or personal reasons is not acceptable. Only the school principal or associate principal may approve advanced make up of midterm and final exams. Approval will only be granted for family emergencies, funerals, and extreme cases where extenuating circumstances warrant administering advanced examinations. Make-up exams after the examination date will only be granted for cases where the absence is due to illness or a death in the family. Written verification from a doctor and/or other verification may be required on return to school.
EXTRA-CURRICULAR 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.

Student safety in extracurricular activities is a priority of the district. The equipment used in football is no exception. As a parent, you are entitled to review the district’s records regarding the age of each football helmet used by the campus, including when a helmet has been reconditioned.

Academic Requirements – No Pass/No Play

Eligibility for UIL Participants for the First Six Weeks

Students must have the required number of credits for eligibility during the first six weeks of school (5 entering 10th; 10 entering 11th; 15 entering 12th). Grades are not applicable at the end of the school year because all students are academically eligible during the summer recess. The number of credits earned or academic promotion from the previous grade level in grades nine and below determines UIL eligibility for the first six weeks of the next school year.

Eligibility for All Extracurricular Participants After the First Six Weeks of the School Year

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

However, if a student receives a grade below 70 at the end of a grading period in an Advanced Placement (AP), a Pre-Advanced Placement course; or an honors or dual credit course, the student remains eligible for participation in all extracurricular activities.

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

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

- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.

The student regains eligibility when the principal and teachers determine that he or she has:

- Earned a passing grade (70 or above) in all academic classes, other than those that are advanced; or
- Completed the three school weeks of ineligibility.

All students are academically eligible during a school holiday of a full calendar week or more. When the bell rings to dismiss students for the December holidays, all students are eligible until classes resume in January. The same is true for summer recess and fall and spring breaks provided those breaks consist of at least a full calendar week.

Students lose eligibility for a three-school-week period. The term “three school weeks” is defined as 15 class days. Ineligible students no longer regain eligibility immediately. They must wait seven calendar days after the end of the grading period. Students who were eligible shall not lose eligibility until seven calendar days after the end of the grading period. EXAMPLE: Grading period ends on Friday at 4:00 p.m. Students shall not regain or lose their eligibility until the following Friday at 4:00 pm. The grading period grade determines eligibility (not the course average).

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.

Safety

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

Standards of Behavior

Sponsors of student clubs and performing groups such as the band, choir, POM squad, dance, orchestra, and athletic teams may establish standards of behavior—including consequences for misbehavior—that are stricter than those for students in general. If a violation is also a violation of school rules, the consequences specified by the Student Code of Conduct or by local policy will apply in addition to any consequences specified by the organization’s standards of behavior. [For further information, see policies FM and FO.] For additional information, see the Extracurricular Code of Conduct included in the Appendix.

Transportation / Travel

Participation in extracurricular activities may result in events that occur off-campus. **Students participating in a school-sponsored extracurricular activity, event or competition off**
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

Any in-state or out-of-state overnight trips taken by school-sponsored organizations or groups shall require approval from the Superintendent or designee.
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 must be provided to the principal 24 hours prior to the field trip for approval. The note must state the reason the parent wishes to leave with the student directly from the field trip. Students may be denied participation in field trips due to disciplinary consequences if the suspension conflicts with the field trip schedule.

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 SERVICES**

The district participates in the National School Lunch and School Breakfast Program and offers students nutritionally balanced meals daily in accordance with the standards set forth in state and federal law. Full menus and nutrition information are available on the district’s Food and Nutrition Services webpage 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 visit the district’s Food and Nutrition Services webpage.

**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 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 Online Meal Prepayment page. 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.

**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.

**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)
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 21 days prior to the start of the event. The Activity/Fundraising Request form is located on the Community Relations webpage.

Submission of a donation application is mandatory for any donations to the district or a campus with a value of $1,000 or more or that would add a permanent or temporary structure to district property. The application is located on the Community Relations webpage.

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.

GRADE-LEVEL CLASSIFICATION - GRADES 9-12

Students who are classified according to the number of units earned toward graduation as of the first day of each school year. Students will not be re-classified until the end of each school year.

<table>
<thead>
<tr>
<th>Freshman (Grade 9)</th>
<th>Promoted from 8th grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sophomore (Grade 10)</td>
<td>Earned 6 credits and completed one year of high school</td>
</tr>
<tr>
<td>Junior (Grade 11)</td>
<td>Earned 12 credits and completed two years of high school</td>
</tr>
<tr>
<td>Senior (Grade 12)</td>
<td>Earned 18 credits and completed 3 years of high school</td>
</tr>
</tbody>
</table>

(Exception for students who have filed an Early Graduation Plan)

GRADES

Guiding Principles

Grades shall reflect a student’s relative mastery of the curriculum and inform parents and students of progress in learning. The academic grade not only measures the degree of achievement in absolute terms but also measures the student as he/she compares with others in a particular area. Such factors as tests, daily assignments, quizzes, projects, etc., are considered in compiling this grade. Classroom grading procedures and details including late work, grade weights, daily grades, and extra credit are communicated to parents and students through a course syllabus, teacher Schoology page, or rubric.

Grade Scale

Every effort will be made to grade in a manner that will assist the student and his/her parents in understanding the progress in a course. The achievement grades will be recorded as a numerical average on all records and report cards based on the following grading scale.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>F</td>
<td>69 or below</td>
</tr>
</tbody>
</table>

Grading Roles and Responsibilities

Students

1. To complete assigned work on time and return it to the teacher.
2. To plan to carefully schedule work on long-term assignments so that assignments will be completed on time.
3. To communicate with the teacher when he/she does not understand the assignment or is experiencing difficulty prior to the due date.
4. To initiate communication with the teacher when absent to arrange an opportunity to make up missed assignments/learning.

Parents/Guardians

1. To establish a specific time, place, and manner for homework to be completed.
2. To provide the supplies and materials necessary to complete homework.
3. To monitor as needed, but not do homework for the student.
4. To assist the student in planning a time schedule for long-term assignments.
5. To initiate communication with the teacher when concerns arise.

**Teachers**

1. To provide meaningful tasks that enrich and supplement work introduced in class.
2. To communicate assignment expectations, both regular and long-term.
3. To provide effective instruction prior to assigning homework that adequately prepares the child to do the task independently and successfully.
4. To provide course requirements and expectations at the beginning of each course to students and parents.
5. To consider student access to available resources and materials when assigning a task.
6. Provide opportunity for feedback and access to completed homework.

**Report Cards / Progress Report**

Report cards with each student’s grades or performance and absences in each class or subject are issued to parents once every grading period. Each grading period is approximately 9 weeks long.

During the third to fourth week and again during the six to seventh week of each grading period, parents will be given a written progress report if their child’s performance in any course that is below 70. To check on the progress of your student, contact the teacher via email or phone. Grades can also be viewed online via the Skyward system.

Teachers follow grading guidelines that have been approved by the principal and are designed to reflect each student’s relative mastery of each assignment for the grading period, semester, or course. Questions about grade calculation should first be discussed with the teacher; if the question is not resolved, the student or parent should request a conference with the principal.

The report card or unsatisfactory progress report will state whether tutorials are required for a student who receives a grade lower than 70 in a class or subject.

Report cards and unsatisfactory progress reports must be signed by the parent and returned to the school. The district uses an electronic program to communicate academic information about your child, including progress reports and report cards. An electronic signature will be accepted by the district, but you are entitled to request the option to provide a handwritten signature of acknowledgement instead.

**Report Card / Finality of Grade**

State law provides that a test or course grade issued by a classroom teacher is final and may not be changed unless the board of trustees determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district’s grading policy. The board’s decision may not be appealed. [See policy EIA (LOCAL).]

In the case of an error or omission of a course or a grade on a student's report card, it is the responsibility of the student to report such error(s) immediately to the teacher. The teacher will then initiate change of grade procedures with the Registrar.
Grading Period Weights - Grades 9-12

Lake Travis High School is on an Alternating Block Schedule with the ability to earn ½ credit in the fall semester and ½ credit in the spring semester for most courses. The grading periods are based on approximately 9-week sessions with the following weights:

**Fall Semester = 0.5 credits** (for most courses)
1st Grading Period: 45%
2nd Grading Period: 45%
Final Exam: 10%

**Spring Semester = 0.5 credits** (for most courses)
3rd Grading Period: 45%
4th Grading Period: 45%
Final Exam: 10%

**Maximum Weight of a Grade - Grades 9-12**

When calculating a grading period final average, no single assignment, assessment or grade may count more than 20% of the total average regardless of the grade category. It should be noted, however, that some major projects may be comprised of more than one assignment.

**Semester Averaging - Grades 9-12**

Students earn credits in 0.5 increments and need a 70% or higher to earn each 0.5 credit. A student who fails one semester of a two-semester course can earn credit for a full year if the overall average is 70% or higher. Semester averaging is only allowed between semesters in a single school year and not over multiple years.

**Reteach/Retest**

Within a grading period, students will have the opportunity to improve grades according to the campus procedures outlined in each course syllabus.

**GRADUATION**

**Requirements for a Diploma**

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

- Complete the required number of credits established by the state and any additional credits required by the district;
- Complete any locally required courses in addition to the courses mandated by the state;
- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law; and
- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education(SBOE).

**Testing Requirements for Graduation**

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

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

A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments.

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

If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation to the student in the content area for which the performance standard was not met. This may require participation of the student before or after normal school hours or at times of the year outside normal school operations.

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

**Foundation Graduation Program**

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

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

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

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

A Personal Graduation Plan will be completed for each high school student.

State law prohibits a student from graduating solely under the foundation graduation program without an endorsement unless, after the student’s sophomore year, the student and student’s parent are advised of the specific benefits of graduating with an endorsement and submit written permission to the school counselor for the student to graduate without an endorsement. A student who wishes to attend a four-year university or college after graduation must carefully consider whether graduation under the foundation program without an endorsement will satisfy the admission requirements of the student’s desired college or university.

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

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

A school district will permit a student to satisfy the curriculum requirements for graduation under the foundation program with the distinguished level of achievement, including an endorsement, by successfully completing courses in the core curriculum of a public Texas institution of higher education. Please see your counselor for more information.

**Credits Required**

The foundation graduation program requires completion of the following credits:

<table>
<thead>
<tr>
<th>Course Area</th>
<th>Number of Credits: Foundation Graduation Program</th>
<th>Number of Credits: Foundation Graduation Program with an Endorsement</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/Language arts</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Social studies, including</td>
<td>3</td>
<td>3/4</td>
</tr>
<tr>
<td>Economics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical education</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Languages other than English</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Fine arts</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Electives</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>22 credits</strong></td>
<td><strong>26 credits</strong></td>
</tr>
</tbody>
</table>

See the [Lake Travis High School Course Catalog](#) for further detail.

Additional considerations apply in some course areas, including:

- **Mathematics.** To obtain the distinguished level of achievement under the foundation graduation program, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits. A student’s completion of the distinguished level of achievement is a requirement to be considered for automatic admission to a Texas four-year college or university and will be included on a student’s transcript.

- **Physical education.** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or other locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student’s ARD committee, Section 504 committee, or other campus committee, as applicable. Substitute credit, however, cannot be counted twice toward graduation requirements.
• **Language other than English.** Students are required to earn 2 credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits.
  - A student may satisfy one of the two required credits by successfully completing in elementary school a dual language immersion program or a course in American Sign Language.
  - In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

**Available Endorsements**

A student must specify upon entering grade 9 which endorsement he or she wishes to pursue.

- Science, technology, engineering, and mathematics (STEM)
- Business and industry
- Public services
- Arts and humanities
- Multidisciplinary studies

**Personal Graduation Plans**

A personal graduation plan will be developed for each high school student. The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement. Attainment of the distinguished level of achievement entitles a student to be considered for automatic admission to a public four-year college or university in Texas, depending on his or her rank in class. The school will review personal graduation plan options with each student entering grade 9 and his or her parent. Before the end of grade 9, a student and his or her parent will be required to sign off on a personal graduation plan that includes a course of study that promotes college and workforce readiness and career placement and advancement, as well as facilitates the transition from secondary to postsecondary education. The student’s personal graduation plan will outline an appropriate course sequence based on the student’s choice of endorsement.

Please also review [TEA's Graduation Toolkit](#).

A student may, with parental permission, amend his or her personal graduation plan after the initial confirmation.

**Available Course Options for All Graduation Programs**

Information regarding specific courses required or offered in each curriculum area will be distributed to students each spring at the time of enrollment in courses for the upcoming school year.

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

**Certificates of Coursework Completion**

A certificate of coursework completion will not be issued to a student who has successfully completed state and local credit requirements for graduation but has not yet demonstrated satisfactory performance on the state-mandated tests required for graduation. [See EI (LOCAL).]
Students with Disabilities

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

A student who receives special education services and has completed four years of high school, but has not met the requirements of his or her IEP, may participate in graduation ceremonies and receive a certificate of attendance. Even if the student participates in graduation ceremonies to receive the certificate of attendance, he or she may remain enrolled to complete the IEP and earn his or her high school diploma; however, the student will only be allowed to participate in one graduation ceremony. [See policy FMH (LEGAL).]

ARD committees will make instructional and assessment decisions for students with disabilities who receive special education services in accordance with state law. A student who receives special education services may earn an endorsement under the foundation program. If the student’s curriculum requirements for the endorsement were modified, the student’s ARD committee will determine whether the modified curriculum is sufficiently rigorous to earn the endorsement. The ARD committee must also determine whether the student must perform satisfactorily on any end-of-course assessment to earn an endorsement.

Graduation Activities

To be eligible to participate in commencement activities and ceremonies, a student shall meet all state and local graduation requirements, including all applicable state testing. [See FMH (LOCAL).]

Students who are eligible to graduate and are assigned to a disciplinary alternative education program at the time of graduation will be allowed to participate in the graduation ceremony and related graduation activities unless otherwise specified in the DAEP placement order.

Graduation Speakers

Certain graduating students will be given an opportunity to have speaking roles at graduation ceremonies.

A student must meet local eligibility criteria, which may include requirements related to student conduct, to have a speaking role. Students eligible for speaking roles will be notified by the principal and given an opportunity to volunteer. [See FNA (LOCAL) and the Student Code of Conduct.]

Scholarships and Grants

Students who have a financial need according to federal criteria and who complete the foundation graduation program, may be eligible under the TEXAS Grant Program and the Teach for Texas Grant Program for tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions.

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

HAZING

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

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

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

[Also see Bullying and policies FFI and FNCC for more information.]

HEALTH - PHYSICAL AND MENTAL

Illness

When your child is ill, please contact the school to let us know he or she will not be attending that day, and send the required documentation explaining the reason for the absence.

According to state law, students that have or are suspected of having a communicable disease or condition must be excluded from attendance until the readmission criteria for the condition are met. 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. A full list of conditions for which the school must exclude children can be obtained from the school nurse.

**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.**

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

The district is 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.

**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 [Affidavit Request for Exemption](https://www.dshs.state.tx.us/immunization) from Immunization. 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, mumps, rubella, rubeola (measles), hepatitis A, hepatitis B, varicella (chicken pox), polio 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 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 lifelong condition.

As noted 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 course 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](https://www.dshs.state.tx.us/immunization).]

**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 student 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.

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

More information on head lice can be obtained from the TDSHS website at Managing Head Lice.

**Medicine at School**

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

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

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, except that a licensed professional health-care provider employed by the district or, in their absence, a trained designed district administrative staff member may administer to students:

- 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.

Additionally, properly trained school employees in accordance with policy FFAC are authorized to administer an epinephrine auto-injector to any person who is reasonably believed to be experiencing anaphylaxis on a school campus.

Students whose schedules provide for regular time spent outdoors, including for recess and physical education classes, should apply sunscreen before coming to school. At the secondary level, nothing prohibits a student from possessing and applying his or her own sunscreen if the student is capable of doing so. If a student needs assistance with sunscreen application, please address the need with the school nurse. If sunscreen needs to be administered to treat any type of medical condition, this should be handled through communication with the school nurse so that the district is made aware of any safety and medical issues.

Asthma and Severe Allergic Reactions
A student with asthma or severe allergic reaction (anaphylaxis) may 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.

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

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

Mental Health Support
The district has implemented programs to address the following mental health, behavioral health, and substance abuse concerns:
• Mental health promotion and early intervention;
• Building skills to manage emotions, establish and maintain positive relationships, and engage in responsible decision-making;
• Substance abuse prevention and intervention;
• Suicide prevention, intervention, and postvention (interventions after a suicide in a community);
• Grief, trauma, and trauma-informed care;
• Positive behavior interventions and supports;
• Positive youth development; and
Safe, supportive, and positive school climates.

The district’s social emotional learning is both embedded in our academic curriculum as well as implicitly taught through Second Step at the Middle School level, and through iTime and School Connect in 9th grade. Staff are trained to identify and support students at risk of mental health concerns, trauma, substance abuse and suicidal ideation.

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

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

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

For related information, see:
- Consent to Conduct a Psychological Evaluation or Provide a Mental Health Care Service for the district’s procedures for recommending a mental health intervention and the mental health liaison’s contact information;
- Counseling Services for the district’s comprehensive school counseling program;
- Physical and Mental Health Resources for campus and community mental and physical health resources; and
- Policies and Procedures that Promote Student Physical and Mental Health for board-adopted policies and administrative procedures that promote student health.

Physical Activity Requirements

**Middle School**

The district will ensure that students in middle school will engage in 30 minutes of moderate or vigorous physical activity per day for at least four semesters, in accordance with policies at EHAB, EHAC, EHBG, and FFA. For additional information on the district’s requirements and programs regarding middle school student physical activity requirements, please contact your campus principal.

**High School**

The district offers athletics, dance, and physical education to students in high school to meet the state’s physical education requirements for these grades. Students in high school shall engage in a physical activity class of moderate or vigorous physical activity for four semesters in high school.

**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. If a student is to be excused from PE longer than three school days, a note from the doctor will be required.
Physical Fitness Assessment

Annually, the district will conduct a physical fitness assessment of students in grades 3–12 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.

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.

Physical Health Screenings / 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.

Athletics, Cheer, Dance, and Marching Band Participation

For the 2020-21 school year only, prior to participating in tryouts or any athletic, cheer, dance, or marching band activity, any participant who has not previously completed a preparticipation physical examination (PPE), and been cleared for participation, will be required to complete the medical history form as noted in current rule, as well as a PPE prior to participation in any UIL practices, games, performances, or matches. As required under current UIL rule and district practice, all students participating in athletics, cheer, dance, or marching band will be required to complete the UIL Medical History Form. Any “yes” answer to any of questions 1-6 on the Medical History Form will require a student to receive further medical evaluation, which may include a physical exam, and receive written clearance from a physician, physician assistant, chiropractor, or nurse practitioner before any participation in UIL practices, games, performances, or matches. Only those students with “yes” answers to those questions are required to receive written clearance through further medical evaluation. The Preparticipation Physical Evaluation form (or one that is substantially similar) will serve as the "statement from a healthcare provider" as required by LTISD board policy FFAA (LOCAL).

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

See the UIL’s explanation of [sudden cardiac arrest](https://www.trafficsafe.com/) for more information.

**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. Spinal screening is non-invasive and conducted in accordance with the most recent, nationally accepted and peer-reviewed standards.

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

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 one time 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.

**Special Health Concerns**

**Bacterial Meningitis**

Please see the district’s website at [Required Postings](#) for information regarding meningitis.

**Note:** DSHS requires at least one meningococcal vaccination on or after a student’s 11th birthday, unless the student received the vaccine at age 10. Also note that entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

[See Immunization.]

**Diabetes**

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

**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 district’s [Food Allergy & Special Diet Information](#) webpage.

The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services (DSHS) “Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis” found on the DSHS website at [Allergies and Anaphylaxis](#).

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 Allergy & Special Diet Information](#) webpage.

**Seizures**

To address the care of a student with a seizure disorder while at school or participating in a school activity, a parent may submit a seizure management and treatment plan to the district before the beginning of the school year, upon enrollment of the student, or as soon as practicable following diagnosis of a seizure disorder.

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

**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 autoinjector (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 the Director of Health & Social Emotional Learning, at 512-533-5940.

**HEALTH-RELATED RESOURCES, POLICIES, AND PROCEDURES**

**Physical and Mental Health Resources**

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

- The district’s Director of Health and Social Emotional Learning at 512-533-5940.
- The district’s Licensed Clinical Social Worker at 512-533-5989.
- The district’s Lead Nurse at 512-533-6015.
- Your campus school counselors and nurses.
- The local public health authority, Austin Public Health, which may be contacted at 512-972-5082.
- The local mental health authority, Integral Care, which may be contacted at 512-472-4357.

**Policies and Procedures that Promote Student Physical and Mental Health**

The district has adopted board policies that promote student physical and mental health. (LOCAL) policies on the topics below can be found in the district’s policy manual.

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

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

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

Please contact the Assistant Superintendent, Learning & Teaching Services at 512-533-6023 for further information regarding these procedures and access to the District Improvement Plan.

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.

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 & Social Emotional Learning or the Director of Food & Nutrition Services with questions about the content or implementation of the district’s wellness policy and plan.

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 homeschooling should be completed prior to withdrawal.
HONOR CODE - GRADES 9-12

Please see the Lake Travis High School Honor Code.

LAW ENFORCEMENT AGENCIES

Questioning of Students

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

- 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.
- 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.
- 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 identify, 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. Because the principal does not have the authority to prevent or delay a student’s release to a legally authorized person, any notification will most likely be after the fact.

**Notification of Law Violations**

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who 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 child 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:

**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 will not 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 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 middle school be released unaccompanied by a parent or adult authorized by the parent.
**High School**

For high school, the same process will be followed. If the student’s parent will authorize the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office in advance of the absence, no later than two hours prior to the student’s need to leave campus. A phone call received from the parent may be accepted, but the school may ultimately require a note to be submitted for documentation purposes. Once the office has received information that the student’s parent consents to the student leaving campus, a pass will be issued to the student to hand to his or her teacher with the necessary information. The student must sign out through the main office or annex office and sign in upon his or her return, if the student returns the same day. If a student is 18 years of age or is an emancipated minor, the student may produce a note on his or her own behalf. Documentation regarding the reason for the absence will 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. Unless directed by the parent to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures as listed above.

**Leaving Campus 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.

**Leaving Campus During Lunch**

The middle schools and high school operate a **CLOSED** campus for safety reasons. During the designated lunchtime, students should be in the cafeteria or patio area only. Students requiring tutorials, etc. will be allowed to do so when they present the monitor with a signed and dated teacher note. Teachers, sponsors, and staff are not allowed to release students for lunch off campus. Students are not allowed to eat in the hallways or classrooms at any time.

**LETTER JACKETS - GRADES 9-12**

Athletic/UIL coordinators will supervise and organize all letter jacket requests, orders and distributions. Eligible students may purchase letter jackets. Letter jackets are not paid for utilizing school program budgets. A student may receive only one jacket but with multiple awards. Students may earn letter jackets through various extracurricular activities. Ultimately, individual coach/sponsor will determine student eligibility. Each organization will have written guideline eligibility. For UIL academic letter jackets, eligibility and fitting will occur in May of the academic year. Questions concerning letter jackets should be directed to the Athletic Director or Assistant Athletic Director.

**LOCKERS**

Students have full responsibility for the security of lockers and should make certain they are locked and that the combination is not given to others. In order to prevent theft, it is essential that students use the lockers assigned to them. Students are not allowed to share lockers with other students. Lockers needing repair are to be reported to the assistant principal. The school is not responsible for
lost or stolen articles. It is critical that students properly lock and secure all items. Students must use school issued locks. No personal locks may be utilized.

**LOST AND FOUND**

A “lost and found” area is located at each campus. Articles that have been found should be turned in promptly and lost articles should be claimed within a reasonable time. All items not claimed will be donated to charity periodically.

**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.]

**MAKEUP WORK**

**Makeup Work Due to 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 class day for each day of absences to make up the assigned work.

The student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time so that the teacher and student may plan any makeup work. Please remember the importance of student attendance at school and that, even though absences may be excused or unexcused, all absences account for the 90 percent threshold regarding the state laws surrounding “attendance for credit or final grade.”

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.

**DAEP Makeup Work - Grades 9-12**

If a high school student is enrolled in a foundation curriculum course at the time of removal to a disciplinary alternative education program (DAEP), he or she will have an opportunity to complete the course before the beginning of the next school year. The district may provide the opportunity to complete the course through an alternative method, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FOCA (LEGAL) for more information.]
In-school Suspension (ISS) and Out-of-School Suspension Makeup Work

**Alternative Means to Receive Coursework**

While a student is in ISS or OSS, the district will provide the student with all course work for the student’s foundation curriculum classes that the student misses as a result of the suspension.

**Opportunity to Complete Courses**

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

**MESSAGES AND DELIVERIES**

Every effort will be made to preserve instructional time by minimizing classroom interruptions. As a parent courtesy, we make every effort to accommodate parent messages and deliveries; however, due to the volume of requests, we cannot guarantee the delivery of every message. Deliveries of flowers, balloons, and gifts, etc. will not be accepted. All deliveries must be made by parent or guardian.

**Lunch Deliveries**

Parents may deliver lunch to their students. Students and/or a student’s parents may not utilize a delivery service (e.g., Grubhub, Uber Eats, DoorDash, Favor, etc.) to deliver food/drinks to a student at school.

**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.

**OUT-OF-TOWN TRAVEL**

When students go to a school activity off campus (out-of-town games, etc.), school rules are in effect for those activities. It is both illegal and a violation of school rules to possess or consume alcohol or drugs on any school grounds in the state of Texas or at any school related event.

On out-of-town trips, students that are not members of the extracurricular activities may not visit participants at their hotel, nor in any way interfere with the extracurricular participants or activity.

Out-of-country, school-sponsored trips are prohibited.
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 district 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.

PARKING ON CAMPUS - GRADES 9-12

Vehicles parked on school property are under the jurisdiction of the school. The school reserves the right to search any vehicle if the school has reasonable suspicion to search the vehicle. Students are responsible for the security of their vehicles and should make certain that they are locked before entering the school building.

- Parking on school property is done so at the risk of the vehicle operator.
- Students must possess a valid LTHS parking permit in order to park on campus. Forms are available in the assistant principal's office and via the high school, Lake Travis ISD website, www.ltisdschools.org, under the administrative link. Before a permit is issued, each student must fill out the form and present a current Texas driver's license and proof of insurance.
- The LTHS permit should be visible at all times from the front of the vehicle. A parking tag should be hung from the rearview mirror.
- Failure to properly display a permit will result in a $10 fine for each offense. Parking in undesignated areas will result in a boot with a fine of $20.
- Failure to pay fines or repeated violations may result in loss of driving privileges.
- Tags are not transferable from one student to another. Students are NOT to allow others to use their tag and any unregistered vehicle parked on campus with another student's tag will be subject to disciplinary action, suspension of parking privileges and their car could be towed.
- Students must park in designated student parking.
- Students leaving early must go to the main office to sign out and/or get a release slip. All students leaving must provide the Parking Lot Attendant with a release slip.
- Any student that parks in a staff parking spot will be issued a campus parking citation.
- Students will be held responsible for any prohibited items found or seen in their cars.
- Only state inspected and insured vehicles will be allowed in the parking lot.
- Students must park in the designated area between the hours of 7:30 AM and 4:30 PM. All vehicles must be parked on the paved area and in a marked space, not reserved for school personnel or handicapped persons. Teacher and administrative lots are off limits; Parking along fire lanes is not permitted.
- Students are expected to park in a student designated parking spot between the white lines and not take more than one space.
- Students are not to leave the building to go to their car during the school day without permission from an administrator.
- Students are not allowed to move their cars to a different parking location once they park on campus.
- Students leaving campus during their school day without permission from an administrator are subject to disciplinary action and loss of driving privileges.
- Reasonable, proper, and safe driving is expected at all times. All students are required to obey all traffic signs.
- All unauthorized vehicles or suspended vehicles will be towed at owner expense or a disabling
boot will be applied to the axle. Removal of the boot may be achieved by contacting the Assistant Principal’s office and a fine of $20 will be charged. Failure to pay the fine will result in the vehicle being towed.
- Any decision concerning the revocation or suspension of parking and driving privileges rests with the campus administration.
- Students who change vehicles during the year need to update their vehicle information in the Assistant Principal’s Office.

Possession of a LTISD parking tag does not guarantee available parking. Students are not allowed to park on campus without a parking tag.

In order for a student to obtain a parking permit, the student will be required to participate in the district’s mandatory drug-testing program. [See Searches / Mandatory Drug-Testing Program.]

**BELOW IS A LIST OF FEES AND FINES ASSOCIATED WITH PARKING**

- Parking Tags: $75
- Replacement Tags: $75
- Citations: $10
- Boot Removal: $20

**PHYSICAL EDUCATION (P.E.) OFF-CAMPUS WAIVER**

The purpose of the off-campus physical education (OCPE) program is to accommodate students who are making a serious effort to develop higher-level skills in a specific activity that exceed what the school district can offer through the general physical education program. The OCPE program allows students in grades 6 through 12 to earn credits that meet the district and state physical education requirements. Students will be expected to be physically educated, along with being physically active. They will be expected to show accountability of skill development, learned physical activity and health concepts and social development through participation in their selected physical activity that are based on the Texas Essential Knowledge and Skills (TEKS) for physical education. All OCPE providers must be approved by the board of trustees.

For additional information regarding the program and requirements visit the [Off Campus Physical Education](#) webpage.

**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

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. In making promotion decisions, the district will consider:

- Teacher recommendation;
- Grades;
- Scores received on any criterion-referenced or state-mandated assessment; and
- Any other necessary academic information as determined by the district.

Grades 6-8

In grades 6-8, a student will be promoted to the next grade level if:

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

Grades 9-12

Grade-level advancement for students in grades 9-12 shall be earned by course credits. Changes in grade-level classification shall be made at the beginning of the fall semester. [See Grade-Level Classification.]

Additional Promotion Requirements

In addition, at certain grade levels a student - 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 9, students enrolled in grade 8 must perform satisfactorily on the mathematics and reading sections of the grade 8 assessments in English.

If a student in grade 8 is enrolled in a course that earns high school credit and for which an end-of-course (EOC) assessment will be administered, the student will not be subject to the promotion requirements described above for the relevant grade 8 assessment. The student will instead take the corresponding EOC assessment.

If a student in grades 6-8 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 8 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 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 6 who does not perform satisfactorily on his or her state-mandated examinations will be notified that their child 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.

A Personal Graduation Plan (PGP) will be prepared for any student at the middle school level who did not perform satisfactorily on a state-mandated assessment or is determined by the district as not likely to earn a high school diploma before the fifth school year following enrollment in grade 9. The PGP will be designed and implemented by a school counselor, teacher, or other staff member designated by the principal. The plan will, among other items, identify the student’s educational goals, address the parent’s educational expectations for the student, and outline an intensive instruction program for the student. [For additional information, see the school counselor and policy EIF (LEGAL).] For a student receiving special education services, the student’s IEP may serve as the student’s PGP and would therefore be developed by the student’s ARD committee.

PTA/PTO

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

PUBLIC DISPLAYS OF AFFECTION

In general, displays of affection should be appropriate for the age and grade level. Students should refrain from the following: handholding, kissing, extended hugging, etc. Please refer to the Student Code of Conduct for additional information.
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 any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member, and promptly report any incidents to a district employee. A student may make anonymous reports about safety concerns by using the district’s [Cavs Who Care] tipline.
- 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 secondary schools conduct fire, tornado, evacuation, lock-down, and other drills designed to ensure 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.

Insurance for Career and Technical Education (CTE) Programs

If the board purchases accident, liability, or automobile insurance coverage for students or businesses involved in the district’s CTE programs, the district will notify the affected students and parents.

Preparedness Training: CPR and Stop the Bleed

The district will annually offer instruction in CPR at least once to students enrolled in grades 7–12. The instruction can be provided as part of any course and is not required to result in CPR certification.

The district will annually offer students in grades 7–12 instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see [Homeland Security’s Stop the Bleed] and [Stop the Bleed Texas].

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.

It is extremely important in case of an emergency at school that student records be accurate. Students or parents must update records with the school Attendance Clerk when there is any change in address, home or work phone, guardianship, or a student’s name. A legal document must be submitted for a student name change, i.e., birth certificate, court order.

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 traditional media sources and the district’s social media accounts.

**Student Identification Badges**

**All Students**

The district wants its students, staff, and parents to know the priority it places on safety and security. The ability to identify authorized staff, students, and visitors are a part of the district’s overall safety and security plan. Therefore, the district has adopted student identification card requirements.

Each student grades Pre-K through 12 will receive a SMART tag photo ID badge and breakaway lanyard at the beginning of the school year at no cost. Each campus may utilize the badges for purposes such as checking out library books and textbooks, purchasing food items in the cafeteria, purchasing school activity tickets, checking in and out of the extended care program, and providing easy identification of students in common areas of the school. The ID cards are not used to track a student’s location in a building or the district.
If a student loses, damages, or has a SMART tag ID badge stolen, a replacement must be purchased promptly from the designated school office/location. There will be a $5.00 replacement fee for the ID badge and $2.00 for the lanyard, subject to applicable fee waiver requirements.

**Students Grades 7-12**

Students in grades 7-12 must wear and clearly display their ID badge throughout the school day. Students may also be asked by any district employee to produce his/her ID badge while on the bus, on school property, or at school-related events in order to confirm his/her status as an LTISD student.

Students must comply with the following expectations:
- ID badges must be hung on a breakaway lanyard around the student’s neck during the entire school day. Exceptions may be made by campus administrators on a case-by-case basis due to safety concerns or accommodations made by a student’s 504 or ARD committee.
- ID badges must be worn with the picture facing out and to the front.
- ID badges must be displayed on the outermost layer of clothing and above the waist.
- ID badges must not be defaced or altered (no personal stickers, no coloring, etc.)
- Students may use their own lanyard as long as it is a break-away lanyard and conforms to the Dress and Grooming Code in the Student Handbook.
- Students are responsible for purchasing a new ID badge or lanyard if one is lost, stolen, or broken.
- If necessary, students may be issued a temporary ID badge for one day with the expectation they will locate their ID badge or purchase a new ID badge the following school day.

**Consequences - Middle School**

- 1st Violation - Temporary or new SmartTag ID issued - Email sent to parents
- 2nd Violation - Detention with Parent Notification
- 3rd Violation - Detention with Parent Notification
- 4th Violation - Friday Night/Saturday Detention with Parent Notification
- 5th Violation - Saturday Detention with Parent Notification
- 6th Violation - 1 Day ISS with Parent Notification
- 7th Violation - 1 Day ISS with Parent Notification
- 8th Violation - 2 Day ISS with Parent Notification
- 9th Violation - 3 Day ISS with Parent Notification

**Consequences - High School**

- 1st Violation - Temporary or new SmartTag ID issued - Email sent to parents
- 2nd Violation - After School Detention with Parent Notification
- 3rd Violation - After School Detention with Parent Notification
- 4th Violation - Friday Night Detention with Parent Notification
- 5th Violation - Saturday Detention with Parent Notification
- 6th Violation - 1 Day ISS with Parent Notification
- 7th Violation - 1 Day ISS with Parent Notification
- 8th Violation - 1 Day OSS with Parent Notification
- 9th Violation - 2 Day OSS with Parent Notification
SATURDAY SCHOOL

Saturday School (SS) may serve the following purposes:

- Attendance makeup. (Subject to availability). If a student fails to meet the 90% state compulsory attendance requirements, then that student may make-up hours for individual classes during regularly scheduled Saturday Detentions. Students are encouraged to work closely with the attendance clerk to ensure accuracy.
- Detention as assigned for disciplinary infractions for half or full day.
- Completing missing/outstanding work, as determined by classroom teachers.

The parent/guardian is responsible for the student’s transportation to and from school when Saturday School is assigned. Students will not be permitted to enter after 8:00 a.m. If assigned to a full day, the student must bring a sack lunch. Misbehavior in, tardiness to, or absence from Saturday School may result in additional consequences.

SCHEDULE CHANGES

Middle School

From the course tallies obtained from the students’ choice sheets, a master schedule of course offerings will be designed in order to accommodate a maximum number of students’ choices with a minimum number of conflicts.

Personnel assignments will be made based on the students’ choices. Therefore, it is imperative that students give careful consideration to their selections. Students will receive their upcoming year schedules at the beginning of the new school year. They will be expected to follow these schedules for the entire year. Schedule changes will be considered only in the event of inappropriate placement, movement between regular and Pre-AP classes, lack of prerequisites, an error in enrollment, a scheduling conflict, or a change necessitated by a student’s IEP or 504 plan. Because there are no single-semester courses in Middle School, no mid-year schedule changes will be allowed, unless otherwise required by a student’s IEP or 504 plan.

All schedule change requests are initiated through the counselor’s offices and require parental approval. Requests for elective changes will not be honored, unless otherwise required by a student’s IEP or 504 plan.

High School

Each year students are registered individually in the spring semester through Skyward and given ample opportunity to make scheduling choices and changes for the following school year. Students will create a four-year plan with their counselor to encourage forward thinking and planning regarding the classes a student may need for high school graduation requirements as well as satisfactory college preparation. In an effort to ensure that students choose the courses that they would like to take, that school begins smoothly and that classes do not become overcrowded, we will follow the schedule change practices outlined below:

- Students are allowed to request schedule changes during a published time period prior to the designated deadline each Fall or Spring Semester. Course selection confirmations will be sent home in late spring with ample opportunity for students and parents to review course choices for the following school year. All requests for changes must be made in writing. No requests for schedule changes will be accepted after the June date as posted by campus leadership.
• Courses that require prerequisites or tryouts may require a schedule change after the beginning of the school year. Coaches and teachers will submit those changes to the Counseling Office for the requisite change.
• Level changes from Pre-AP or AP classes will not be considered after the June deadline, unless otherwise required by a student’s IEP or 504 plan. Requests for a change in levels may be approved if space is available in the requested class, unless otherwise required by a student's IEP or 504 plan. We will not overload a classroom to accommodate a level change request.
• Lunches may not be selected.

SCHOOL FACILITIES

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 Gary Puryear, the district’s IPM coordinator, at 512-533-6065.

Use by Students Before and After School
Certain areas of the school will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place.

After dismissal of school in the afternoon, and unless involved in an activity under the supervision of a teacher or coach or other district staff, students must leave campus by 4:30 p.m.

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/planner to be outside the classroom for any purpose. Failure to obtain a pass will result in disciplinary action in accordance with the Student Code of Conduct.

Meetings of Non-Curriculum Related Groups

Student-organized, student-led non-curriculum-related groups are permitted to meet during the hours designated by the principal before and after school. These groups must comply with the requirements of policy FNAB (LOCAL).

SCHOOL RESOURCE OFFICERS (SRO)

The SRO unit is a program designed by the Travis County Sheriff’s Office in conjunction with Lake Travis Independent School District to have specially trained and qualified officers on Lake Travis Independent School District secondary school campuses. Specifically, the SROs are responsible for, but not limited to, creating a safe learning and working environment for students, teachers, and administrators by developing and maintaining programs designed to encourage positive behaviors to prevent illegal behavior. [See Searches for further information.]

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.
Trained Dogs

The district will use trained dogs to screen for concealed, prohibited items, including drugs and alcohol. Screenings conducted by trained dogs will not be announced in advance. The dogs will not be used with students, but students may be asked to leave personal belongings in an area that is going to be screened, such as a classroom, a locker, or a vehicle. If a dog alerts to an item or an area, it may be searched by district officials.

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.]

Vehicles on Campus

A vehicle owner/driver has full responsibility for the security and content of his or her vehicle parked on district property and must make certain that it is locked and that the keys are not given to others.

Vehicles parked on district property are under the jurisdiction of the district. School officials may search any vehicle any time there is reasonable cause to do so, with or without the permission of the student. If a vehicle is subject to search is locked, the student will be asked to unlock the vehicle. If the driver refuses, the student’s parent will be contacted. If a search is also refused by the student's parent, the district will turn the matter over to law enforcement. The district may, in certain circumstances, contact law enforcement even if permission to search is granted.

Mandatory Drug-Testing Program

The district requires drug testing of any student in grades 7-12 who chooses to participate in school-sponsored, competitive extracurricular activities.

School-sponsored, competitive extracurricular activities in grades 7-12 shall include the following activities:

● All UIL-sponsored athletic, fine arts, and academic programs;
● Cavalettes;
● Red Rubies;
● Student athletic trainers;
● Color guard;
● Winter guard;
● Powerlifting;
● Speech and debate
● Texas Forensics Association;
● FFA;
● 4-H;
● Theater arts;
● Technical theater;
● VASE and Scholastic;
● HOSA;
Additionally, any student in grades 9-12 who chooses to obtain a parking permit will be required to participate in the drug-testing program.

The purposes of the drug-testing program are to help enforce a drug-free educational environment, deter student use of nicotine and illegal drugs, and educate students regarding the harm caused by the use of nicotine and illegal drugs.

Random tests shall be conducted throughout the school year. The Superintendent or his designee shall determine the number of times the random tests will occur but shall administer no less than four tests in a school year.

The district will test for the following substances: 6-Acetylmorphine, Amphetamines, Barbiturates, Benzodiazepines, Cocaine, MDMA, Marijuana, Methadone, Methamphetamines, Opiates, PCP, Tricyclic Antidepressants, and Nicotine.

For more information see policy FNF (LOCAL) and FNF (REGULATION); detailed information can also be found on the District’s Student Drug Testing webpage.

**SPECIAL PROGRAMS**

The District provides special programs for gifted and talented students, students who are homeless, bilingual students, migrant students, English language 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 Learning & Teaching Department at 512-533-6023.

The Texas State Library and Archives Commission’s Talking Book Program provides audiobooks free of charge to qualifying Texans, including students with visual, physical, or reading disabilities such as dyslexia.

**STANDARDIZED TESTING**

**SAT/ACT (Scholastic Aptitude Test and American College Test)**

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Students are encouraged to talk with the school counselor early during their junior year to determine the appropriate exam to take; these exams are usually taken at the end of the junior year. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT, and more information can be obtained on these assessments from the school counselor.
Note that participation in these assessments may qualify a student to receive a performance acknowledgment on his or her transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirements in certain circumstances. A student’s performance at a certain level on the SAT or ACT may also make the student eligible for automatic admission to a Texas public institution of higher education.

**TSI (Texas Success Initiative) Assessment**

The TSI Assessment is part of the Texas Success Initiative program designed to help Texas public colleges and universities determine if students are ready for college-level course work in the areas of reading, writing, and mathematics. All incoming college students in Texas who plan to enroll in a public college or university are required to take the TSI Assessment to determine readiness for credit-bearing college-level work unless they qualify for an exemption through their SAT or ACT scores. The TSI assessment may be required before a student enrolls in a dual-credit course offered through the district as well.

**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 a 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.

**HB 657 Notice to Parents**

For a student in the 8th grade receiving special education services who does not perform satisfactorily on the first administration of STAAR Reading or Math assessment, an 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?
Grades 9-12 - End-of-Course Assessments (EOC)

STAAR end-of-course (EOC) assessments are administered for the following courses:

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

Satisfactory performance on the applicable assessments will be required for graduation, unless otherwise waived or substituted as allowed by state law and rules.

There will be three testing windows during the year in which a student may take an EOC assessment, which will occur during the fall, spring, and summer months. A student who does not achieve the minimum required score on any individual assessment will have an opportunity to retake the assessment. Additionally, students at the end of grade 11 who are unlikely to satisfy EOC test requirements may be required to enroll in college prep courses.

Students only take the EOC for the courses in which they are currently enrolled (including correspondence, dual credit, dual enrollment, etc.) [See policy EKB (LEGAL).]

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

An ARD committee for a student receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student’s personal graduation plan.

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 & 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

You are encouraged to inform the district if you or your child 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 & Social Emotional Learning, at 512-533-5940.
SUMMER SCHOOL

Secondary schools offer a fee-based summer school program for students who need credit recovery. Please consult your student’s school counselor for more information.

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.

Middle School

A warning bell will ring at 8:45 a.m. and the tardy bell will ring at 8:50 a.m. Students who are not in their class at 8:50 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.

Students are to report to class for roll check before participating in any other scheduled activity. Students should not be permitted to stay with, or help, another teacher without first obtaining prior written permission from the teacher whose class will be missed. Missing the bus will not be considered an excused tardy.

With the exception of second period, if a student misses less than 10 minutes of a class period, the student will be counted tardy. If a student misses 10 minutes or more of a class period, the student will be counted absent for the entire class period, with the exception of second period. During second period, any student entering late will be counted tardy. Any student not present in the class at 10:00 a.m. (the official attendance time) will be counted absent.

High School

Students who are not in their class at 8:50 a.m. shall go to the Main Office or Annex Office for a tardy pass. If a student misses less than 15 minutes of a class period, the student will be counted tardy. If a student misses 15 minutes or more of a class period, the student will be counted absent for the entire period. A student who is tardy to class may be subject to disciplinary action.

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.

If a student needs a graphing calculator for a course and the district does not provide one, the student may use a calculator application with graphing capabilities on a phone, laptop, tablet, or other computing device.

A student who is issued a damaged item should report the damage to the teacher.
Any student 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.

**TRANSCRIPTS - GRADES 9-12**

Students are allowed up to two (2) transcripts without charge. Students needing more than two transcripts will be required to pay $3.00 per copy in advance. After graduation, one final transcript will be sent at no charge; additional copies are $5.00 each. Students should allow 48 hours for preparation of a transcript. Requests for transcripts should be made in writing. Forms may be obtained from the Registrar’s office. Prices are subject to change.

**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 a 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 the 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.

<table>
<thead>
<tr>
<th>Notice</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Notice</td>
<td>The driver will fill out a Parent Documentation Form and call the parents.</td>
</tr>
<tr>
<td>2nd Notice</td>
<td>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.</td>
</tr>
<tr>
<td>3rd Notice</td>
<td>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.</td>
</tr>
<tr>
<td>4th Notice</td>
<td>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.</td>
</tr>
<tr>
<td>5th Notice</td>
<td>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.</td>
</tr>
<tr>
<td>6th Notice</td>
<td>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.</td>
</tr>
<tr>
<td>7th Notice</td>
<td>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.</td>
</tr>
</tbody>
</table>

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 accountability for all riders. 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 tag 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 are provided for those students needing academic assistance. Students may also request tutorial assistance from individual teachers. Tutorial sessions may take place before, during or after the school day. Late buses at the middle school depart at 5:15 pm and late buses at the high school depart at 5:00 pm. 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**

The taxpayers of the community have made a sustained financial commitment for the construction and upkeep of school facilities. To ensure that school facilities can serve those for whom they are intended—both this year and 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

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 child 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 and out following the campus regulations for checking in and out of the campus.

- 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 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 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

Volunteers are an integral part of the educational process. They enrich the learning experience and provide increased motivation and improved self-concept for our students. Volunteers may serve in many different areas. Volunteers should sign in at the rotunda office each time they come to the building and also process through the Raptor system to receive a badge.

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.

VOTER REGISTRATION

A student who is eligible to vote in any local, state, or federal election may obtain a voter registration application at the main campus office.

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.
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 help an individual student acquire the knowledge and skills required at his or her grade level. It is required when a student does not meet 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 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 stands for the Texas Department of Family and 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.

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

IEP stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services.

IGC is the individual graduation committee, formed in accordance with state law, to determine a student’s eligibility to graduate when the student has failed to demonstrate satisfactory performance on no more than two of the required state assessments.
**ISS** refers to in-school suspension, a disciplinary technique for misconduct found in the Student Code of Conduct. Although different from out-of-school suspension and placement in a DAEP, ISS removes the student from the regular classroom.

**PGP** stands for personal graduation plan, which is required for high school students and for any student in middle school who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after 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 help ensure that local community values and health issues are reflected in the district’s health education instruction, as well as assist with other student and employee wellness issues.

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

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

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

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

**State-mandated assessments** are required of students at certain grade levels and in specified subjects. Except under limited circumstances, students must perform successfully on some state-mandated assessments to be promoted and students must pass the STAAR EOC assessments to graduate. 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; sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP; and outlines conditions for out-of-school suspension and for expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student’s violation of one of its provisions.

**TAC** stands for the Texas Administrative Code.
TEA stands for the Texas Education Agency, which oversees primary and secondary public education in Texas.

TELPAS stands for the Texas English Language Proficiency Assessment System, which assesses the progress that English 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 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.
APPENDIX A - LAKE TRAVIS ISD 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.
APPENDIX B - FFI (LOCAL) STUDENT WELFARE: FREEDOM FROM BULLYING

**Note:** School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit [Board Policy FFI Online](#). Included is the text of Lake Travis ISD’s policy FFI(LOCAL) as of the date this handbook was finalized for this school year.
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.

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

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.

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.

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.

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.

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.

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.

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

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

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

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

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

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

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

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

**Access to Policy and Procedures**
This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District’s website, to the extent practicable, and shall be readily available at each campus and the District’s administrative offices.
APPENDIX C - EHDE (LOCAL) AND (LEGAL): ALTERNATIVE METHODS FOR EARNING CREDIT - DISTANCE LEARNING

Note: School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit Board Policy EHDE Online. Included is the text of Lake Travis ISD’s policy EHDE (LOCAL) and (LEGAL) as of the date this handbook was finalized for this school year.
The Superintendent or designee shall establish procedures for students to enroll in courses provided by the Texas Virtual School Network (TxVSN).

Enrollment in courses through the TxVSN shall not be subject to limitations the District may impose for other distance learning courses.

The Superintendent or designee shall establish procedures governing the use of other distance learning courses, including correspondence courses, as a means of earning credit in a subject or course. In order to receive credit, a student shall obtain approval from the principal or designee prior to enrollment in the course.
Credit toward state graduation requirements may be granted for distance learning and correspondence courses only as follows:

1. The institution offering the correspondence course is The University of Texas at Austin, Texas Tech University, or another public institution of higher education approved by the commissioner of education.

2. Students may earn course credit through distance learning technologies such as satellite, Internet, two-way videoconferencing, online courses, the Texas Virtual School Network (TXVSN), and instructional television.

3. The distance learning and correspondence courses must include the state-required essential knowledge and skills for such a course.

19 TAC 74.23

The TXVSN is a state-led initiative for online learning authorized by Education Code Chapter 30A. The TXVSN is a partnership network administered by TEA in coordination with regional education service centers (ESCs), Texas public school districts and charter schools, institutions of higher education, and other eligible entities.

The TXVSN is comprised of two components—the online school (OLS) program and the statewide course catalog.

19 TAC 70.1001(4)

“Online School (OLS) program” is a full-time, virtual instructional program that is made available through an approved course provider and is designed to serve students in grades 3–12 who are not physically present at school. 19 TAC 70.1001(7)

A TXVSN OLS may serve students in grades 3–12 but may not serve students in kindergarten–grade 2.

A school district that operates a TXVSN OLS that serves students in full-time virtual instruction shall, prior to the start of each academic year, notify TEA of grade levels to be served and the total number of students to be served during that academic year. A school district may not add grade levels after the start of the school year.

A TXVSN OLS or a school district wishing to add additional grade levels to its online program shall certify that the OLS has courses sufficient to comprise a full instructional program for each additional grade level to be served by the OLS prior to serving that grade level.
School districts approved to serve as TXVSN OLSs shall follow the TEA procedures related to obtaining a campus number for the virtual campus through which they serve their TXVSN OLS students.

School districts serving as TXVSN OLSs must follow all requirements in 19 Administrative Code 70.1011.

19 TAC 70.1011

“Statewide Course Catalog”

“Statewide course catalog” is a supplemental online high school instructional program available through approved providers. 19 TAC 70.1001(10)

Course Providers

A TXVSN course provider is an entity that provides an electronic course through the TXVSN. Course providers include TXVSN OLSs and providers in the statewide course catalog. 19 TAC 70.1001(8)

Electronic Course

“Electronic course” means an educational course in which:

1. Instruction and content are delivered primarily over the Internet;
2. A student and teacher are in different locations for a majority of the student’s instructional period;
3. Most instructional activities take place in an online environment;
4. The online instructional activities are integral to the academic program;
5. Extensive communication between a student and a teacher and among students is emphasized; and
6. A student is not required to be located on the physical premises of a school district or open-enrollment charter school.

An electronic course is the equivalent of what would typically be taught in one semester. For example: English IA is treated as a single electronic course and English IB is treated as a single electronic course.

Education Code 30A.001(4); 19 TAC 70.1001(1)

OLS Eligibility

To be eligible to serve as a TXVSN OLS, a school district shall:

1. Have a current accreditation status of Accredited under 19 Administrative Code 97.1055 (relating to Accreditation Status);
2. Be rated acceptable under Education Code 39.054;
3. Be rated at the Standard Achievement level or higher under the state financial accountability rating system under 19 Administrative Code 109.1001 (relating to Types of Financial Accountability Ratings);

4. Have met statutory requirements for timely submission of annual audit and compliance reports, Public Education Information Management System (PEIMS) reports, and timely deposits with the Teacher Retirement System, with all records and reports reflecting satisfactory performance;

5. Be in good standing with other programs, grants, and projects administered through TEA; and

6. Have been approved to operate a TXVSN OLS as of January 1, 2013.

19 TAC 70.1009(a)

To be eligible to serve as a course provider in the TXVSN statewide course catalog, a district must be rated acceptable under Education Code 39.054. A Texas school district may provide an electronic course through the TXVSN to a student enrolled in that district or school, a student enrolled in another school district or school in the state, or a student who resides in Texas who is enrolled in a school other than a public school district or charter school. 19 TAC 70.1007(a)

TXVSN course providers shall:

1. Provide the TXVSN receiver district in which each TXVSN student is enrolled with written notice of a student's performance in the course at least once every 12 weeks;

2. Provide the TXVSN receiver district in which each TXVSN student is enrolled with written notice of a student's performance at least once every three weeks if the student's performance in the course is consistently unsatisfactory, as determined by the TXVSN course provider;

3. Notify students in writing upon enrollment to participate in the TXVSN course with specific dates and details regarding enrollment;

4. Meet all federal and state requirements for educating students with disabilities;

5. Provide a contingency plan for the continuation of instructional services to all TXVSN students allowing them to complete their TXVSN courses in the event that the contract or agreement through which the electronic courses are provided
are terminated or the TXVSN courses become unavailable to students;

6. Ensure a maximum class size limit of 40 students in a single section of a course and ensure that the class size does not exceed the maximum allowed by law, as applicable, whichever is less; and

7. Meet all reporting requirements established by TXVSN central operations, including timely submission of student performance reports, course completion results, catalog data, data required to verify instructor qualifications, and all data necessary for the TXVSN Informed Choice Report required under 19 Administrative Code 70.1031 (relating to Informed Choice Reports).

19 TAC 70.1007(c)

**Receiver District Requirements**

A district is eligible to serve as a receiver district in the TXVSN statewide course catalog. Each TXVSN receiver district shall:

1. Register as a receiver district with TXVSN central operations;

2. Assign a qualified staff member to serve as the TXVSN coordinator;

3. Enroll a student who resides in Texas and who is enrolled in a school other than a public school district or charter school upon request by the student and/or parent or guardian; and

4. In accordance with 19 Administrative Code 74.26 (relating to Award of Credit), award credit to a student enrolled in the district who has successfully completed all state and local requirements and received a grade that is the equivalent of 70 on a scale of 100, based upon the essential knowledge and skills for a course offered through the TXVSN statewide course catalog.

19 TAC 70.1008

**Courses**

All electronic courses to be made available through the TXVSN shall be reviewed and approved prior to being offered in accordance with the course requirements at 19 Administrative Code 70.1005. 19 TAC 70.1005(a)

An electronic course or program that was offered or could have been offered during the 2008–09 school year under former Education Code 29.909, as that section existed on January 1, 2009, may be offered during a subsequent school year through the TXVSN. Education Code 30A.006
<table>
<thead>
<tr>
<th>Student Eligibility</th>
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<tbody>
<tr>
<td>Generally</td>
<td>A student is eligible to enroll in a TXVSN course only if the student:</td>
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<td></td>
<td>1. On September 1 of the school year is younger than 21 years of age or is younger than 26 years of age and entitled to the benefits of the Foundation School Program under Education Code 42.003;</td>
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<td></td>
<td>2. Has not graduated from high school; and</td>
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<td></td>
<td>3. Is otherwise eligible to enroll in a public school in this state.</td>
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<tr>
<td>A student is eligible to enroll full-time in courses provided through the TXVSN only if:</td>
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<td></td>
<td>1. The student was enrolled in a public school in this state in the preceding school year;</td>
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<td></td>
<td>2. The student is a dependent of a member of the United States military who has been deployed or transferred to this state and was enrolled in a publicly funded school outside of this state in the preceding school year; or</td>
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<td></td>
<td>3. The student has been placed in substitute care in this state, regardless of whether the student was enrolled in a public school in this state in the preceding school year.</td>
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<tr>
<th>Exception for Military Dependents</th>
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<td>A student is eligible to enroll in one or more TXVSN courses or enroll full-time in courses provided through the network if the student:</td>
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<tr>
<td></td>
<td>1. Is a dependent of a member of the United States military;</td>
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<td></td>
<td>2. Was previously enrolled in high school in this state; and</td>
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<td></td>
<td>3. No longer resides in this state as a result of a military deployment or transfer.</td>
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<tr>
<th>Provisional Enrollment</th>
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<tr>
<td>If a student has not provided required evidence of eligibility to enroll, a TXVSN OLS may enroll a student provisionally for ten school days and withdraw the student from the OLS if the student does not provide the required evidence of eligibility within ten school days of the provisional enrollment.</td>
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<tr>
<td>Upon enrolling a student provisionally, the TXVSN OLS shall notify the student and the student’s parents or guardians that the student will be withdrawn if documentation is not provided within the required timeframe.</td>
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<tr>
<td><em>Education Code 30A.002; 19 TAC 70.1013</em></td>
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<tr>
<th>Enrolled Students</th>
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<tr>
<td>A student who is enrolled in the district as a full-time student may take one or more electronic courses through the TXVSN. <em>Education Code 30A.107(b)</em></td>
<td></td>
</tr>
</tbody>
</table>
A student who resides in this state but who is not enrolled in a school district or open-enrollment charter school in this state as a full-time student may, subject to Education Code 30A.155, enroll in electronic courses through the TXVSN. The student:

1. May not in any semester enroll in more than two electronic courses offered through the TXVSN;
2. Is not considered to be a public school student;
3. Must obtain access to a course provided through the network through the school district or open-enrollment charter school attendance zone in which the student resides;
4. Is not entitled to enroll in a course offered by a school district or open-enrollment charter school other than an electronic course provided through the network; and
5. Is not entitled to any right, privilege, activities, or services available to a student enrolled in a public school, other than the right to receive the appropriate unit of credit for completing an electronic course.

Education Code 30A.107(c)

A student taking a course through the TXVSN statewide course catalog or a TXVSN OLS program is considered to:

1. Be enrolled in a TXVSN course when he or she begins receiving instruction and actively engages in instructional activities in a TXVSN subject area or course;
2. Have successfully completed a course if the student demonstrates academic proficiency and earns credit for the course, as determined by the TXVSN teacher; and
3. Be, and must be reported as, withdrawn from the TXVSN when the student is no longer actively participating in the TXVSN course or program.

A student taking a course through the TXVSN statewide course catalog:

1. Shall enroll in each TXVSN course through the TXVSN online registration system;
2. Shall be assigned a grade by the TXVSN teacher after the drop period established by TXVSN central operations;
3. May withdraw from a course taken through the TXVSN after the instructional start date without academic or financial penalty within the drop period established by TXVSN central operations; and

4. Shall have the grade assigned by the TXVSN teacher added to the student’s transcript by the student’s home district.

A student enrolled full time in grades 3–8 must demonstrate academic proficiency sufficient to earn promotion to the next grade, as determined by the TXVSN teacher for the educational program.

19 TAC 70.1015

Compulsory Attendance

Texas public school students are not required to be in physical attendance while participating in courses through a TXVSN OLS or the TXVSN course catalog.

Based upon successful completion of a TXVSN course for students in grades 9–12 or a TXVSN OLS instructional program for students in grades 3–8, students are considered to have met attendance requirements for that course or program. A student who has successfully completed the grade level or course is eligible to receive any weighted funding for which the student is eligible.

For audit purposes, TXVSN course providers and TXVSN receiver districts shall maintain documentation to support the students’ successful completion and to support verification of compulsory attendance.

“TXVSN receiver district” means a Texas public school district that has students enrolled in the school district who take one or more online courses through the TXVSN statewide course catalog.

19 TAC 70.1001(9), .1017

Local Policy

A district shall adopt a written policy that provides students enrolled in the district with the opportunity to enroll in electronic courses provided through the TXVSN statewide course catalog. The policy must be consistent with the requirements regarding notice, enrollment requests, and students with disabilities as described below.

A district shall, at least once per school year, send to a parent of each district student enrolled at the middle or high school level a copy of the policy. A district may send the policy with any other information that the district sends to a parent.

Education Code 30A.007; 19 TAC 70.1033

Notice

At the time and in the manner that a district informs students and parents about courses that are offered in the district’s traditional
Requests to Enroll

Except as provided below, a district may not deny the request of a parent of a full-time student to enroll the student in an electronic course offered through the TXVSN.

A district may deny a request to enroll a student in an electronic course if:

1. A student attempts to enroll in a course load that is inconsistent with the student’s high school graduation plan or requirements for college admission or earning an industry certification;

2. The student requests permission to enroll in an electronic course at a time that is not consistent with the enrollment period established by the district providing the course; or

3. The district offers a substantially similar course.

The course provider shall make all reasonable efforts to accommodate the enrollment of a student in the course under special circumstances.

If a parent of a student requests permission to enroll the student in a TXVSN course, a district has discretion to select a course provider approved by TEA for the course in which the student will enroll based on factors including the informed choice report required by Education Code 30A.108(b).

Appeals

A parent may appeal to the commissioner a district’s decision to deny a request to enroll a student in an electronic course offered through the TXVSN. The commissioner’s decision under this subsection is final and may not be appealed.

Education Code 26.0031; 19 TAC 70.1008, .1035

Students with Disabilities

For purposes of the policy, the determination of whether or not an electronic course will meet the needs of a student with a disability shall be made by the student’s admission, review, and dismissal (ARD) committee in a manner consistent with state and federal law, including the Individuals with Disabilities Education Act, 20 U.S.C. 1400 et seq., and Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. Section 794. Education Code 30A.007(b)

Required Enrollment Prohibited

A school district or open-enrollment charter school may not require a student to enroll in an electronic course. Education Code 30A.107(d)
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| Inducements for Enrollment Prohibited | A course provider may not promise or provide equipment or any other thing of value to a student or a student's parent as an inducement for the student to enroll in an electronic course offered through the TXVSN. The commissioner shall revoke approval of electronic courses offered by a course provider that violates this prohibition. The commissioner's action under this section is final and may not be appealed. *Education Code 30A.1052*  

Course Portability | A student who transfers from one educational setting to another after beginning enrollment in an electronic course is entitled to continue enrollment in the course. *Education Code 30A.1051; 19 TAC 70.1015(d)* |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Student Assessment | All Texas public school students enrolled in the TXVSN are required to take the statewide assessments as required in Education Code 39.023 [see EKB]. The administration of the assessment instrument to the student enrolled in the electronic course must be supervised by a proctor.  

A district shall report to the commissioner through the Public Education Information Management System (PEIMS) the results of assessment instruments administered to students enrolled in an electronic course offered through the TXVSN separately from the results of assessment instruments administered to other students.  

All districts participating in the TXVSN OLS program are included in the state's academic accountability system. *Education Code 30A.110; 19 TAC 70.1023* |
| Funding                      | A district in which a student is enrolled is entitled to funding under Education Code Chapter 42 for the student's enrollment in a TXVSN course in the same manner that the district is entitled to funding for the student's enrollment in courses provided in a traditional classroom setting, provided that the student successfully completes the electronic course.  

Funding is limited to a student's enrollment in not more than three electronic courses during any school year, unless the student is enrolled in a full-time online program that was operating on January 1, 2013. *Education Code 30A.153*  

A district may decline to pay the cost for a student of more than three yearlong electronic courses, or the equivalent, during any school year unless the student is enrolled in a full-time online program that was operating on January 1, 2013. If the district declines to pay the cost, a student is able to enroll in additional electronic courses at the student's cost. *Education Code 26.0031(c-1)* |
A district may charge the course cost for enrollment in a TXVSN course to a student who resides in this state and:

1. Is enrolled in the district as a full-time student with a course load greater than that normally taken by students in the equivalent grade level in other school districts; or

2. Elects to enroll in a TXVSN course for which the district in which the student is enrolled as a full-time student declines to pay the cost as authorized by Education Code 26.0031(c-1).

A district may charge the course cost for enrollment in a TXVSN course during the summer.

A district shall charge the course cost for enrollment in a TXVSN course to a student who resides in this state and is not enrolled in a school district or open-enrollment charter school as a full-time student.

A TXVSN course cost may not exceed the lesser of the cost of providing the course or $400.

A district may decline to pay the course costs for a student who chooses to enroll in more than three year-long electronic courses, or the equivalent, during any school year. This does not limit the ability of the student to enroll in additional electronic courses offered through the TXVSN at the student's expense.

A district that is not the course provider may charge a student enrolled in the district a nominal fee, not to exceed $50, if the student enrolls in a TXVSN course that exceeds the course load normally taken by students in the equivalent grade level.

A course provider in the TXVSN statewide course catalog shall receive:

1. No more than 70 percent of the catalog course cost prior to a student successfully completing the course; and

2. The remaining 30 percent of the catalog course cost when the student successfully completes the course.

*Education Code 30A.155(a)–(c-1); 19 TAC 70.1025*

Each instructor of an electronic course, including a dual credit course, offered through the TXVSN by a course provider must be certified under Education Code Chapter 21, Subchapter B, to teach that course and grade level or meet the credentialing requirements of the institution of higher education with which they are affiliated and that is serving as a course provider.
In addition, each instructor must successfully complete one continuing professional development course specific to online learning every three years, and:

1. Successfully complete a professional development course or program approved by TXVSN central operations before teaching an electronic course offered through the TXVSN; or

2. Have a graduate degree in online or distance learning and have demonstrated mastery of the International Association for K–12 Learning (iNACOL) National Standards for Quality Online Teaching; or

3. Have two or more years of documented experience teaching online courses for students in grades 3–12 and have demonstrated mastery of the iNACOL National Standards for Quality Online Teaching.

Each instructor of an electronic course, including a dual credit course, offered through the TXVSN by a course provider must meet highly qualified teacher requirements under the Elementary and Secondary Education Act, as applicable.

TXVSN course providers shall affirm the preparedness of teachers of TXVSN electronic courses to teach public school-age students in a highly interactive online classroom and shall:

1. Maintain records documenting:
   a. Valid Texas educator certification credentials appropriate for the instructor’s TXVSN assignment;
   b. Successful initial completion of TXVSN-approved professional development, evidence of prior online teaching, or a graduate degree in online or distance learning; and
   c. Instructors’ demonstrated mastery of the iNACOL National Standards for Quality Online Teaching prior to teaching through the TXVSN;

2. Conduct and maintain records for background checks;

3. Maintain records of successful completion of continuing professional development;

4. Maintain records documenting successful completion of TXVSN-approved professional development before the end of the school year for any instructor who is hired after the school year has begun; and
5. Make the records specified in this subsection available to TEA and TXVSN central operations upon request.

19 TAC 70.1027

Revocation

The commissioner may revoke the right to participation in the TXVSN based on any of the following factors:

1. Noncompliance with relevant state or federal laws;
2. Noncompliance with requirements and assurances outlined in the contractual agreements with TXVSN central operations and/or these provisions and Education Code Chapter 30A; or
3. Consistently poor student performance rates as evidenced by results on statewide student assessments, student withdrawal rates, student completion rates, successful completion rates, or campus accountability ratings.

19 TAC 70.1029

Applicability

Unless a district chooses to participate in providing an electronic course or an electronic diagnostic assessment under Education Code Chapter 30A to a student who is located on the physical premises of a school district or open-enrollment charter school, Chapter 30A does not affect the provision of a course to such a student.

Requirements imposed by or under Education Code Chapter 30A do not apply to a virtual course provided by a district only to district students if the course is not provided as part of the TXVSN.

Education Code 30A.004