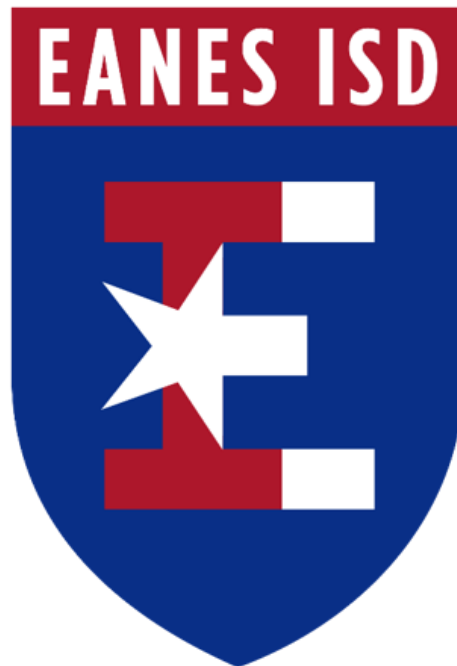


Eanes Independent School District Student Handbook

2023-24 School Year



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District Information

Eanes ISD Mission Statement

Unite. Empower. Inspire...Every Person, Every Day.

We **unite** our community through respectful relationships, creating a sense of belonging for all.

We **empower** students, providing an exemplary education that develops curiosity, creativity, and individual talents.

We **inspire** each other to lead purposeful lives of empathy, gratitude, and compassion.

Eanes ISD Statement of Beliefs

We believe that:

- Individuals have equal intrinsic value.
- Each person is unique, possessing diverse abilities and talents.
- Each person has the potential to be successful.
- Each person is responsible for his or her choices, decisions, and actions.
- Individuals need a safe, secure, and supportive environment to be productive, creative, and successful.
- The home is the primary influence in the development of the individual and an integral partner in public education.
- High expectations and hard work, guided by a positive vision, are essential to achieve success.
- The pursuit of excellence requires substantial community effort, investment, and a willingness to improve.

Board of Trustees

Texas law grants the Board of Trustees the power to govern and oversee the management of the district's schools. The board is the policy-making body within the district and has overall responsibility for the curriculum, school taxes, annual budget, employment of the superintendent and other professional staff, and facilities. The board has completed and final control over school matters within limits established by state and federal law and regulations.

The Board of Trustees is elected by the citizens of the district to represent the community's commitment to a strong educational program for the district's children. Board Members are elected by place and serve three-year terms. Board Members serve without compensation, must be qualified voters, and must reside in the district.

Current board members are:

- James Spradley, President
- Kim McMath, Vice President
- Heather Sheffield, Secretary
- Ellen Balthazar

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- Jennifer Champagne
- Laura Clark
- Diane Hern

Administration

- Dr. Jeff Arnett, Superintendent of Schools
- Molly May, Assistant Superintendent, Curriculum, Instruction and Assessment
- Jeremy Trimble, Assistant Superintendent, Operations and Planning
- Steve Ramsey, Westlake High School Principal
- Laurie Lee, Chief Human Resources Officer
- Dr. Kristy Sailors, Chief Technology Officer
- Chris Scott, Chief Financial Officer
- Claudia McWhorter, Chief Communications Officer
- Audrey Shakra, General Counsel

School Calendar

<http://www.eanesisd.net/district/calendar>

Eanes Independent School District 2023-24 Student Handbook

Preface for Parents and Students:

Welcome to the new school year!

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

The Eanes Independent School District's Student Handbook is a general reference guide that is divided into two sections:

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

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

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

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

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

Therefore, parents and students should become familiar with the district's Student Code of Conduct. To review the Code of Conduct, visit the district's website at <https://www.eanesisd.net/parents/handbooks>.

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

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

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

Also, please complete the following forms included as part of the Online Verification Process:

1. Directory Information Notice;
2. Student Military Connection and Foster Care Questionnaire;
3. Health Conditions;
4. Health Medications;
5. Transportation Behavior Agreement;

Eanes Independent School District 2023-24 Student Handbook

6. Emergency and Field Trip Release; and
7. Consolidated Acknowledgement Agreement including responsibility for understanding and abiding by the rules and procedures in the Student Handbook, Student Code of Conduct, and Bus Transportation Rules

Note: References to board policy codes are included for ease of reference. The district's policy manual is available for review at <https://pol.tasb.org/Home/Index/1151>.

The policy manual includes:

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

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

Accessibility

If you have difficulty accessing this handbook because of a disability, please contact the district's Communication Department at (512) 732-9002.

Section One: Parental Rights

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

Consent, Opt-Out, and Refusal Rights

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

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

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

Consent to Human Sexuality Instruction

Annual Notification

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

The Eanes ISD professional staff believes that it is the combined responsibility of parents, the community, and the public school to assist students in developing the foundation for a healthy lifestyle. This foundation includes both the knowledge and practice of healthy behavior. The District's role is to provide a comprehensive health education program that:

- Takes into account the development age of the student,
- Emphasizes positive self-esteem,
- Encourages respect for self and others,
- Develops the notion of proper nutrition and exercise as life-long habits that promote maximum health and fitness,
- Develops healthy, respectful attitudes toward human sexuality,
- Develops informed, responsible decision-making,
- Provides up-to-date factual information regarding high risk behaviors associated with alcohol and other drug use, and sexual activity, and
- States that abstinence from high risk behaviors is the desired goal for EISD students

Eanes ISD adheres to an abstinence-based philosophy as the foundation for its curriculum and instruction in the areas of human sexuality. Sexual abstinence for public school students represents a behavior aligned with current medical advice concerning the protection of health and reinforces medical efforts to educate people of all ages concerning the risks and control of sexually transmitted disease. Recognizing that the school and the family are important partners in the education process, the District places the topic of sexual behavior in a context that can be supported by the home.

The district relies upon the expertise and judgment of its professional staff to locally develop age-appropriate curriculum and instructional materials. In so doing, current research, including the informed opinions of state and community health professionals is utilized. No single external program or source of information has preference. The District curricula and instruction places the subject of sexuality in the larger context of health education regarding human growth

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and development. Specific information related to sexual behaviors is addressed within the broader topics of physical, mental, social, and emotional health and well-being.

A parent is entitled to review the curriculum materials. In addition, a parent may remove his or her child from any part of the human sexuality instruction without academic, disciplinary, or other penalties. A parent may also choose to become more involved with the development of this curriculum by becoming a member of the district's SSHAC. (See the campus principal for details.)

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials.
- Remove his or her child from any part of the human sexuality instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district's SSHAC or attending SSHAC meetings. (See the campus principal for details.
- Use the district's grievance procedure concerning a complaint.

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

- Present abstinence from sexual activity as the preferred choice in relationship to all sexual activity for unmarried persons of school age;
- Devote more attention to abstinence from sexual activity than to any other behavior;
- Emphasize that abstinence, if used consistently and correctly, is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted infections, and the emotional trauma associated with adolescent sexual activity;
- Direct adolescents to abstain from sexual activity before marriage as the most effective way to prevent pregnancy and sexually transmitted diseases; 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.

Consent Before Human Sexuality Instruction

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

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

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

Annual Notification

Students in middle school and high school receive instruction related to the prevention of child abuse, family violence, dating violence, and sex trafficking. The School Safety Health Advisory

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Council (SSHAC) makes recommendations for curriculum materials, and the school board adopts the materials and determines the specific content of the instruction.

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials. As required by law, any curriculum materials in the public domain used in this instruction will be posted on the district's website at the location indicated above.
- Remove his or her child from any part of this instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district's SSHAC or attending SSHAC meetings. (See the campus principal for details.)
- Use the district's grievance procedure concerning a complaint.

Consent to Provide a Mental Health Care Service

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

The district has established procedures for recommending to a parent an intervention for a student with early warning signs of mental health concerns, substance abuse, or suicide risk. The district's mental health liaison will notify the student's parent within a reasonable amount of time after the liaison learns that a student has displayed early warning signs and provide information about available counseling options.

The district has also established procedures for staff to notify a school counselor regarding a student who may need intervention. Each campus has a school counselor and a school-based therapist who 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.

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.

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Consent to Receive Parenting and Paternity Awareness Instruction if a Student is under Age 14

A student under age 14 must have parental permission to participate in the district's parenting and paternity awareness program. This program was developed by the Office of the Texas Attorney General and the State Board of Education (SBOE) to be incorporated into health education classes.

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

State law permits the school to make a video or voice recording without parental permission when it:

- Is to be used for school safety,
- Relates to classroom instruction or a cocurricular or extracurricular activity,
- Relates to media coverage of the school, or
- 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 written parental consent before making a video or voice recording of a student.

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

Opting Out of Advanced Mathematics in Grades 6-8

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

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

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

Limiting Electronic Communications between Students and District Employees

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

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

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

Objecting to the Release of Directory Information

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

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

Directory information for District students shall only be released for:

1. District- and school-sponsored/school-affiliated purposes for all students; and
2. Military recruiters and institutions of higher education for secondary students, in accordance with law.

District/School Purposes: The District has designated the following categories of information as directory information for the purpose of disclosure relating to District- and school-sponsored/school-affiliated purposes: student name; address; telephone number; parent electronic mail address; photograph; date of birth; 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.

Other Purposes— Secondary Students Only: The District has designated the following categories of information as directory information, for secondary students only, for the purpose of disclosure to military recruiters and institutions of higher education: student name, address, and telephone number.

If you do not want the District to disclose directory information from your child’s education records without your prior written consent, please notify the District through the online enrollment verification process or talk to your campus administrator.

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 (Secondary Grade Levels Only)

Unless a parent has advised the district not to release his or her student’s information through the online enrollment verification process, the Every Student Succeeds Act (ESSA) requires the district to comply with requests from military recruiters or institutions of higher education for the student’s:

- Name,
- Address, and
- Telephone listing.

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

Participation in Third-Party Surveys

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

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

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

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

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

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

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

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

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

A parent may inspect:

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

The U.S. Department of Education provides extensive information about the [PPRA](#), including a [PPRA Complaint Form](#).

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

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

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

- Instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, and

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- A specific recitation from the Declaration of Independence for students in grades 3–12.

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

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

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

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

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

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

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

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

Tutoring or Test Preparation

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 needs additional targeted assistance for the student to achieve mastery in state-developed essential knowledge and skills.

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

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

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

Parent Review of 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, whether instruction is delivered in-person, virtually, or remotely.

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

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

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

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

District Review of Instructional Materials

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

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

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

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 the Student Code of Conduct and policy FO(LEGAL) for more information.]

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

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

Student Records

Accessing Student Records

A parent may review his or her child's records. These records include:

- Attendance records,
- Test scores,
- Grades,
- Disciplinary records,
- Counseling records,
- Psychological records,
- Applications for admission,
- Health and immunization information,

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- Other medical records,
- Teacher and school counselor evaluations,
- Reports of behavioral patterns,
- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with the child, as the term “intervention strategy” is defined by law,
- State assessment instruments that have been administered to the child, and
- Teaching materials and tests used in the child’s classroom.

Authorized Inspection and Use of Student Records

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

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

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

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

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

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

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

Federal law requires that control of the records goes to the student as soon as the student:

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

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

FERPA permits the disclosure of personally identifiable information from a student's education records without written consent of the parent or eligible student:

- When school officials have what federal law refers to as a “legitimate educational interest” in a student's records.
 - Legitimate educational interest may include:
 - Working with the student;
 - Considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities;
 - Compiling statistical data;
 - Reviewing an educational record to fulfill the official's professional responsibility; or
 - Investigating or evaluating programs.
 - School officials may include:
 - Board members and employees, such as the superintendent, administrators, and principals;
 - Teachers, school counselors, diagnosticians, and support staff (including district health or medical staff);
 - A person or company with whom the district has contracted or allowed to provide a specific institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer);
 - A person appointed to serve on a team to support the district's safe and supportive school program;
 - A parent or student serving on a school committee; or
 - A parent or student assisting a school official in the performance of his or her duties.

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

- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S. Secretary of Education, the Texas Education Agency, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or, in certain cases, other child welfare representatives.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school, district/system, or postsecondary educational institution to which a student seeks or intends to enroll or in which the student already is enrolled.

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- In connection with financial aid for which a student has applied or has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses directory information-designated details. [To prohibit this disclosure, see **Objecting to the Release of Directory 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, as well as students who have withdrawn or graduated.

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

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

A parent or eligible student who submits a written request and pays copying costs of 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 the records.

The addresses of the principals' offices are:

Westlake High School	4100 Westbank Drive	Austin, TX 78746
Hill Country Middle School	1300 Walsh Tarlton	Austin, TX 78746
West Ridge Middle School	9201 Scenic Bluff Drive	Austin, TX 78733
Eanes Elementary	4101 Bee Cave Road	Austin, TX 78746
Cedar Creek Elementary	3301 Pinnacle	Austin, TX 78746
Valley View Elementary	1201 S. Capital of TX Hwy.	Austin, TX 78746
Forest Trail Elementary	1203 S. Capital of TX Hwy.	Austin, TX 78746
Barton Creek Elementary	1314 Patterson Rd.	Austin, TX 78733
Bridge Point Elementary	6401 Cedar Street	Austin, TX 78746
Adult Transition Services	601 Camp Craft Road	Austin, TX 78746

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 is inaccurate. If the district denies the request to

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amend the records, the parent or eligible student has the right to request a hearing. If after the hearing the records are not amended, the parent or eligible student has 30 school days to place a statement in the student's record.

Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the complaint process found in policy FNG(LOCAL). A grade issued by a teacher can be changed only if the board of trustees determines that the grade is arbitrary, erroneous, or inconsistent with the district's grading guidelines. [See **Report Cards/Progress Reports and Conferences, Complaints and Concerns**, and Finality of Grades at policy FNG(LEGAL).]

The district's student records policy is found at policy FL(LEGAL) and (LOCAL) and is available on the district's website at <https://pol.tasb.org/Home/Index/1151>.

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

Teacher and Staff Professional Qualifications

A parent may request information regarding the professional qualifications of his or her child's teachers, including whether the teacher:

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

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

A Student with Exceptionalities or Special Circumstances

Children of Military Families

The Interstate Compact on Educational Opportunities for Military Children 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,
- On leave, or

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- 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) assigned to the same grade and campus to request in writing that the children be placed in either the same classroom or separate classrooms.

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

Safety Transfers/Assignments

The board or its designee will honor a parent's request to transfer 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. For campuses other than Westlake High Schools, 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**, 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 written request to the principal before bringing the service/assistance animal on campus. The district will try to accommodate a request as soon as possible but will do so within ten district business days.

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

In an effort to provide educational stability, the district will provide enrollment and registration assistance, as well as other educational services throughout the student's enrollment, to any

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student who is currently placed or newly placed in foster care (temporary or permanent custody of the state, sometimes referred to as substitute care).

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

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

The district will award partial course credit by semester when the student only passes one half semester of a two-semester course

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

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

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

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

If you have questions, please contact the district's foster care liaison, Heidi Sauer. [See **Credit by Examination for Advancement/Acceleration, Course Credit, and A Student in Foster Care.**]

A Student Who Is Homeless

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

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

- Proof of residency requirements;
- Immunization requirements;

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

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

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

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

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

[See **Credit by Examination for Advancement/Acceleration**, **Course Credit**, and **Students who are Homeless**.]

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

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

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

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

Special Education Referrals

If a parent makes a **written request** for an initial evaluation for special education services to the director of special education services or to a district administrative employee of the school district, the district must respond no later than **15 school days** after receiving the request. At that time, the district must give the parent prior written notice of whether it agrees or refuses to

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evaluate the student, along with a copy of the *Notice of Procedural Safeguards*. If the district agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

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

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

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

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

Additional information regarding special education is available from the school 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 the Student Support Coordinator at each campus is listed below. Additionally, a parent or guardian can make a request for a Full and Individual Evaluation by completing and submitting the form found at <https://www.eanesisd.net/dept/sped/operating-guidelines/parental-request-for-evaluation>

School:	Contact Name:	Phone Number:
Westlake High School	Lacey Victor	(512) 732-9280
Hill Country Middle School	Cassie Winter	(512) 732-9220
West Ridge Middle School	Erika Bacon	(512) 732-9240
Eanes Elementary School	Staci Hubbard	(512) 732-9100
Cedar Creek Elementary School	Ashley Riley	(512) 732-9120
Valley View Elementary School	Brandis Smoland	(512) 732-9140
Forest Trail Elementary School	Michael Buthe	(512) 732-9160
Barton Creek Elementary School	Erin Webb	(512) 732-9180
Bridge Point Elementary School	Amanda O'Daniel	(512) 732-9200

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For questions regarding post-secondary transitions, including the transition from education to employment, for students receiving special education services, contact Adriane Dorsey, Special Education Coordinator at adorsey@eanesisd.net.

Section 504 Referrals

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

- Notice,
- An opportunity for a parent or guardian to examine relevant records,
- An impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, 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 §504 services is the §504 Coordinator at each campus:

School:	Contact Name:	Phone Number:
Westlake High School	Bryan Shippey	(512) 732-9280
Hill Country Middle School	Tres Ellis	(512) 732-9220
West Ridge Middle School	Kara Dawson	(512) 732-9240
Eanes Elementary School	Staci Hubbard	(512) 732-9100
Cedar Creek Elementary School	Ashley Riley	(512) 732-9120
Valley View Elementary School	Caroline Varner	(512) 732-9140
Forest Trail Elementary School	Michael Buthe	(512) 732-9160
Barton Creek Elementary School	Erin Webb	(512) 732-9180
Bridge Point Elementary School	Amanda O'Daniel	(512) 732-9200

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

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

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

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

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

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

If a student is receiving special education services at a campus outside 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) for more information.]

A Student Who Speaks 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 class work in English.

If the student qualifies for these services, the Language Proficiency Assessment Committee (LPAC) will determine the types of services the student needs, including accommodations or modifications related to classroom instruction, local assessments, and state-mandated assessments.

[See **Emergent Bilingual Students** and **Special Programs**.]

A Student with Physical or Mental Impairments Protected under Section 504

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

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

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

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

Section Two: Other Important Information for Parents and Students

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

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

Parents and children should take a moment together to become familiar with the issues addressed in this section. For guidance on a particular topic, please contact your school 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 education. The student and parent should avoid unnecessary absences.

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

Compulsory Attendance

Kindergarten

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

Ages 6–18

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

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 before or after school or during the summer if the student does not meet the passing standards on an applicable subject area state assessment.

Age 19 and Older

A student who voluntarily attends or enrolls after 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 for more information.]

Compulsory Attendance – Exemptions

All Grade Levels

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

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

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

Note that documented health-care appointments may include telehealth appointments. Students who are physically on campus will not be allowed to participate in telehealth or other online appointments without specific authorization from an appropriate administrator. Students should not use district-issued technology, including wifi or internet, for telehealth appointments because use of district-owned equipment and its network systems is not private and will be monitored by the district.

Secondary Grade Levels

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

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

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

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

The district will allow a student to be absent for up to two days during the student's junior year and two days during the student's senior year for a career investigation day to visit a

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professional at that individual's workplace to determine the student's interest in pursuing a career in the professional's field, provided the student verifies these activities to the district.

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

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

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

Compulsory Attendance – Failure to Comply

All Grade Levels

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

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

Students with Disabilities

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

Ages 6–18

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

The notice will:

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

The truancy prevention facilitator for the district is Molly May, Assistant Superintendent, Curriculum, Instruction and Assessment, mmay@eanesisd.net. For any questions about student absences, parents should contact the facilitator or any other campus administrator.

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

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

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

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Age 19 and Older

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

Attendance for Credit or Final Grade (All Grade Levels)

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

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

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

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

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

Grades 6-12

In all cases, the student must earn a passing grade in order to receive credit. Parents of students who lose credit due to excessive absences shall receive notice by certified mail at the close of semester grading period. The following time line conditions apply to regaining credit for grades 6-12:

1. Fall semester loss of credit shall be regained two weeks before the end of the spring semester.
2. Spring semester loss of credit shall be regained two weeks before the start of the next school year.
3. Seniors shall not participate in the graduation ceremony unless they are certified for graduation.

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Official Attendance-Taking Time (All Grade Levels)

The district will take official attendance every day at 10:00 a.m. at the elementary level, 9:30 a.m. at the middle school level and 9:46 a.m. at the high school level per district procedure.

A student absent for any portion of the day, should follow the procedures below to provide documentation of the absence. Parents of elementary students unable to enter the absence in Smart Tag, and all secondary parents, must provide written notice, within 5 school days of the absence, to the school office. Any written or emailed notes received after the allowed 5 days will be accepted, but noted as late and the absence will not be adjusted. The absences in question will be recorded as undocumented and unexcused.

Absence Classifications

Excused Absences

Any student not excluded from the compulsory attendance laws may be excused from school and be allowed one-day make-up for every day missed at 100% credit. The student will be responsible for obtaining and completing the make-up assignments in a satisfactory manner within the allotted amount of time. Work not made up within the allotted time will be given zero credit. Excused absences are recognized for the following reasons:

1. Illness, quarantine of the student or the immediate family - a doctor's note may be required after three or more consecutive days. A parent may call the school and request assignments after a student's third consecutive absence.
2. Death of an immediate family member or a family emergency which could not be anticipated.
3. Weather or road conditions making travel dangerous or any other cause acceptable to the superintendent or principal.
4. Participation in a school sponsored activity.
5. Participation in medical or dental appointments – written verification required.
6. All reasons outlined above in **Exemptions to Compulsory Attendance**.
7. Participation in activities related to Child Protection Services or the Juvenile Justice System.
8. Teen parent absences to take care of his or her child.
9. Absences related to migrant workers.
10. Days missed as a runaway.
11. Participation in a substance abuse rehabilitation program.
12. Homeless as defined by law.
13. Days of suspension, provided assignments are satisfactorily completed and turned in.

Any absence other than the ones listed above will be considered unexcused or truancy.

Religious Holy Days

Students excused under this provision shall be allowed a reasonable time to make up school-work missed on those days. If the student satisfactorily completes the work, the days of absence shall be counted as days of compulsory attendance. Excused days for travel shall be

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limited to not more than one day for travel to and one day for travel from the site where the student will observe the religious holy days. Days missed due to the observance of a religious holy day are not counted against a student in determining loss of credit.

School-Sponsored Absences

When a class is missed due to a school-related activity, it is the responsibility of the student to pick up assignments and turn in work due prior to the absence, and/or to be prepared to turn in work or take exams upon returning to class. Consult the teacher or class syllabus for any modifications to this policy. Days missed due to participation in school-sponsored activities are not counted against a student in determining loss of credit.

Spectator Release Absences

Historically, district teams, clubs and organizations are very successful in competitions and contests through the University Interscholastic League (UIL). Students often support these activities through attendance as spectators. While the district encourages supporting school-related activities, such absences are not excused under state law and the district loses attendance funding as a result.

At Westlake High School, students are not released for the purpose of attending UIL events as a spectator before noon on the day of the event. With parental permission and principal approval, siblings of students competing at the regional or state level may be excused at an earlier time.

In addition, parents may give permission to students to attend state tournaments and state title games if they are involved with the corresponding sport. For example, members of both the girls and boys soccer teams would be able to attend the girls state soccer tournament.

Personal Absences

When a parent finds it necessary to remove their child from school for three or more school days, the parent must fill out an extended absence form. This form must be submitted within 5 days of the absence. The teacher may assign additional work to ensure students who have been absent have sufficient opportunity to master the essential knowledge and skills or to meet subject or course requirements. The assignments shall be based on the instructional objectives of the subject or course and may provide greater depth of subject matter than routine make-up work. The campus administration will approve the absence and code it excused, or deny the request and code it unexcused. Make-up is at 100%.

Illness

When a student's absence for personal illness exceeds four consecutive days, the campus may ask the student to present a statement from a physician or health clinic verifying the reason for the absence. If a student has established a questionable pattern of absences, the principal or assistant principal has the authority to require a statement from the physician, clinic or school nurse as a condition of classifying an absence.

College or National Collegiate Athletic Association (NCAA) Visits

Each student will be allowed up to two days for college visitation during his or her junior year, and up to two days for college visitation during his/her senior year. No college visits will be approved for seniors after May 1. Exceptions to the May 1 date can be made by the principal. Forms and additional information are available in the counselors' office. Variations must be submitted to the appropriate principal for his/her approval. Although a college visit will be coded as an excused absence, it is considered similar to a school related absence. Under this standard, the student must pick up assignments or turn in work prior to the absence, and/or be prepared to turn in work or take exams upon returning to class. WHS will honor the NCAA

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guideline of allowing senior athletes to have a total of 5 (2 local plus 3 NCAA) college visitation days for recruitment or scholarship opportunities.

Health Care Professional Appointments

A student who has a documented appointment with a health care professional during regular school hours will not be counted as absent if the student commences or returns to school on the same day of the appointment. The appointment should be supported by a document such as a note from the health care professional. Days missed due to appointments with health care professionals are not counted against a student in determining loss of credit.

Documented Absence

An absence from school with the consent of the parent for any reason other than those listed above is considered documented, but remains unexcused for state funding purposes. The student's make-up work will be graded at 100% credit, but the absence will count against the student under the loss of credit laws.

Truancy

Absences from school without the consent of the parent will be considered truancy. The student will receive a zero for any graded work and will be subject to disciplinary action.

Attendance Codes

Attendance Code	Enter By:	Absence Reason	Exemption	Make-Up
U	Teacher	Undocumented Absence	Against	0%
T	Teacher	Tardy		
F	Teacher	Final Exam Exemption		
DDE	Office	Death of Family Member	Against	100%
DDR	Office	Per Dr. Note	Against	100%
DFL	Office	Funeral	Against	100%
DIF	Office	Influenza/Flu	Against	100%
DIL	Office	Illness	Against	100%
DPA	Office	Personal (Passport, VISA, Family)	Against	100%
DSU	Office	Out of School Suspension	Against	100%
DVA	Office	Vacation	Against	100%
DV	Office	Driver's License/Permit	Does Not Count	100%
LT	Office	Life Threatening Illness	Does Not Count	100%
C1	Office	Confirmed Covid Positive	Does Not Count	100%
EAE	Office	DAEP Placement	Not Allowed	
ECA	Office	Central Admin.	Does Not Count	100%
ECL	Office	Clinic/Nurse	Does Not Count	100%
ECN	Office	Naturalization	Does Not Count	100%

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ECT	Office	Court Appearance	Does Not Count	100%
ECV	Office	College Visit	Does Not Count	100%
ECZ	Office	US Citizenship	Does Not Count	100%
ED	Office	Military Deployment	Does Not Count	100%
EDF	Office	DFPS Off Campus	Does Not Count	100%
EEC	Office	Election Clerk	Does Not Count	100%
EHB	Office	Homebound	Does Not Count	100%
EIS	Office	In School Suspension	Does Not Count	100%
EMD	Office	Dr. Appointment w/Note	Does Not Count	100%
EMR	Office	Military Recruiter	Does Not Count	100%
EPT	Office	Military TAPS	Does Not Count	100%
ERH	Office	Religious Holy Day	Does Not Count	100%
ESA	Office	Safety and Security	Does Not Count	100%
ESR	Office	School Related	Does Not Count	100%
ETE	Office	Teacher Error	Does Not Count	100%
ETR	Office	Transportation Problem	Does Not Count	100%
EXO	Office	With School Staff	Does Not Count	100%

Procedures to Follow When Absent (All Grade Levels)

Each day of a student's absence, parents are asked to call or email the attendance office and report the absence. When parents have followed the procedure to report their child's absence, the student must report directly to class upon their return to school. Should parents decide to send a signed written statement that identifies the reason for the absence; the student must deliver this to the attendance office within 48 hours of their return to school. The student will be given an admit slip to enter class.

Parent's Written Documentation after an Absence

A parent must provide an explanation for any absence upon the student's arrival or return to school. The student must submit a note signed by the parent. The campus may accept a phone call from the parent but reserves the right to require a written note.

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

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

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

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

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

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

[See policy FEC(LOCAL) for more information.]

Certification of Absence Due to Severe Illness or Treatment

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

Driver License Attendance Verification (Secondary Grade Levels Only)

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

Academic Program Details (Grades 9-12)

The school counselor provides students and parents' information regarding academic programs to prepare for higher education and career choices.

Academic Integrity Honor Code

Academic honesty and integrity are basic to an effective learning community. All students are expected to be honest and display a high standard of integrity in the preparation and presentation of work for credit in all classes.

The Honor Code ensures that all students understand the importance of academic integrity at WHS. The acceptable standard for a WHS student is to be honest and honorable in his/her dealings with fellow students, faculty, and staff. Students will be expected to sign the *Westlake High School Honor Code*.

Academic Honor Code Violations

The attempt of any student to present as his/her own work any work not honestly performed will be regarded as a serious offense which will subject the student to a grading penalty and disciplinary action. This includes work generated by artificial intelligence in violation of written teacher assignment expectations. The student who cheats is harmed because he or she is not learning the material. Other students are harmed when those who cheat gain an unfair

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advantage in the classroom. WHS suffers when the climate of trust and mutual respect is undermined. Society pays the price when the taking of short cuts becomes an accepted norm.

EXAMPLES INCLUDE BUT ARE NOT LIMITED TO		CONSEQUENCES
Tier 1	<ul style="list-style-type: none"> • Copying homework or allowing another student to copy homework • Using any translation tool on a World Languages daily assignment • Using artificial intelligence on a daily assignment without teacher permission 	<p>The student receives from a zero to 50% on the homework assignment</p> <p>The teacher notifies parent and assistant principal</p>
Tier 2	<ul style="list-style-type: none"> • Sharing or receiving answers to or items included on a test or quiz • Talking, using signs or making gestures during a quiz or test • Accessing information during a quiz or test using any electronic device or written source • Using any translation tool on a World Languages major grade • Using artificial intelligence on a major grade without teacher permission 	<p>The student:</p> <ol style="list-style-type: none"> 1. Receives an official Honor Code violation 2. Receives a zero on quiz or test 3. Cannot exempt the final exam for course in which violation occurred 4. May be denied membership to or expelled from student organizations requiring an Honor Code 5. Receives assignment to ISS at the assistant principal's discretion <p>The teacher notifies parent and assistant principal.</p>
Tier 3	<ul style="list-style-type: none"> • Collusion and/or theft of test • Plagiarizing by taking credit for work done by another (including but not limited to art, music, artificial intelligence and other creative work) • Sabotaging a fellow student's work in order to gain an advantage 	<p>The student:</p> <ol style="list-style-type: none"> 1. Receives an official Honor Code violation 2. Receives a zero on test/assignment 3. Loses all final exam exemptions 4. May be denied membership to or expelled from student organizations requiring an Honor Code 5. Receives assignment to ISS at the assistant principal's discretion 6. May be assigned to DAEP <p>The teacher notifies parent and assistant principal.</p>

Audit of Course

Campus policy allows for students to audit a course. The teacher of the requested course, counselor and principal must give consent for the student to audit a course. The principal may withdraw consent at any time during the course. See the school counselor for more information.

Class Rank/Grade Point Average (GPA)

For information regarding the process for determining class rank and calculating GPA, visit the Westlake High School course catalog at <https://whs.eanesisd.net/coursecatalog/info/rank-and-gpa>. Students may also see the counselor for more information.

Course Load

The administration establishes the following course load for each class.

Seniors at least 5 classes

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Juniors	at least 6 classes
Sophomores	at least 7 classes
Freshmen	at least 7 classes

An ARD or 504 Committee may consider adjustments to this policy when necessary.

Semester Exams and Exemptions

All students must attend the attendance period each day. Students must be present and accounted for during the attendance period on each exam day. Students with exemptions must be counted present in each attendance period or exemptions will be invalidated.

First Semester Exams and Exemptions

A student may be exempt from a final exam in a *first* semester course if he/she meets the following criteria as verified by the teacher (1-5) and bookkeeper (6):

1. has a cumulative semester grade of 88 or better by 8:00 AM on the Monday of the week preceding exam week (December 11, 2023), called the exemption snapshot date; AND
2. is not in *Loss of Credit* status in the course, that is, has no more than nine (9) absences from the class coded U- or D-; AND
3. has no more than three (3) unexcused tardies in the class coded as T-; AND
4. has not been removed from school for disciplinary reasons through out-of-school suspension or DAEP placement; AND
5. is present and accounted for during homeroom period on every day of exams; AND
6. has met all financial and material obligations for the campus (for example, participation fees, textbooks, parking tickets, iPads, and Loss of Credit).

All students may exempt from at most 2 exams in the Fall semester. Please note that all exemptions require a student to be present during the attendance period on all exam days.

First semester final exams will be scheduled over four days. Fall exam periods will be two hours. Tutorials will be available from 2:00 – 4:00PM with teachers, as well as quiet study space in the library until buses arrive.

December 18, 2023	December 19, 2023	December 20, 2023	December 21, 2023
3 rd period exam 2 nd required attendance 7 th period exam Lunch Tutorials	6 th period exam 2 nd Required attendance 5 th period exam Lunch Tutorials	1 st period exam 2 nd required attendance 8 th period exam Lunch Tutorials	2 nd period exam 4 th period exam

Second Semester Exams and Exemptions

A student may be exempt from a final exam in a *second* semester course if he/she meets the following criteria as verified by the teacher (1-5) and bookkeeper (6):

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1. has a cumulative semester grade of 88 or better by 8:00 AM on the Monday of the week preceding exam week (May 13, 2024), called the exemption snapshot date; AND
2. is not in *Loss of Credit* status in the course, that is, has no more than nine (9) absences from the class coded X-, U- , or A- ; AND
3. has no more than three (3) unexcused tardies in the class coded as T-; AND
4. has *not* been removed from school for disciplinary reasons through suspension or DAEP placement; AND
5. is present and accounted for during the Homeroom period on every day of exams; AND
6. has met all financial and material obligations for the campus (for example, participation fees, textbooks, parking tickets, iPads, and Loss of Credit).

-OR-

1. has a cumulative semester grade of 75 or better in an Advanced Placement (AP) course by 8:00 AM on the exemption snapshot date; AND
2. has completed the AP Exam for the course in question; AND
3. is not in *Loss of Credit* status in the course, that is, has no more than nine (9) absences from the class coded X-, U- , or A-; AND
4. has no more than three (3) unexcused tardies in the class; AND
5. has *not* been removed from school for disciplinary reasons through out-of-school suspension or DAEP placement; AND
6. is present and accounted for during the Homeroom period on every day of exams; AND
7. has met all financial and material obligations for the campus (for example, participation fees, textbooks, parking tickets, iPads, and Loss of Credit).

Freshman and sophomores may exempt from at most 2 exams in the spring semester.

Juniors may exempt from at most 3 exams in the spring semester.

Seniors may exempt the exam for any class in which they meet all of the criteria as stated above.

Freshman, Sophomores, Juniors: Second semester exams for freshmen, sophomores and juniors will be scheduled over four days, two hours each.

<u>May 21, 2024</u>	<u>May 22, 2024</u>	<u>May 23, 2024</u>	<u>May 24, 2024</u>
3 rd period exam 2 nd required attendance 7 th period exam Lunch Tutorials	6 th period exam 2 nd required attendance 5 th period exam Lunch Tutorials	1 st period exam 2 nd required attendance 8 th period exam Lunch Tutorials	2 nd period exam 4 th period exam

Seniors: To allow for the completion of senior exams and finalized grades prior to graduation practice, second semester exams for seniors will be scheduled the week prior to graduation and will be completed in regularly scheduled classes.

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Tutoring at Westlake High School

During their regular duty day, teachers will be available to students who need help beyond what they receive in the classroom.

In addition, open tutoring is held in the Ninth Grade Center library Monday, Tuesday, and Wednesday from 4:30-6:00 pm. The open tutoring is available for students needing extra support in core area subjects (English, Spanish, Math, Science, Social Studies).

Accountability under State and Federal Law (All Grade Levels)

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

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

Accountability information can be found on the district's website at <https://www.eanesisd.net/district/reports>. Hard copies of any reports are available upon request to the district's administration office.

TEA maintains additional accountability and accreditation information at [TEA Performance Reporting Division](#) and the [TEA homepage](#).

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

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

Additional information including testing dates and times, can be found on the Westlake High School counseling website at <https://sites.google.com/eanesisd.net/westlakecounseling>.

Bullying (All Grade Levels)

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

Each Campus Leadership Team also serves as that campus' *bullying prevention committee* to establish and implement Positive Behavior Interventions and Supports (PBIS). Bullying prevention committees are to focus on each school campus culture and climate in order to strive for and enforce bullying prevention.

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

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

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

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

Bullying is prohibited by the district and could include:

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

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

Students in elementary grades will participate in:

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

Students in secondary grades will participate in:

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

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

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

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

A student may anonymously report an alleged incident of bullying by submitting a report through Westlake Watch at <https://www.eanesisd.net/westlakewatch>.

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

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

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

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

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

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

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

A copy of the district's bullying policy is available on the district's website at <https://pol.tasb.org/Policy/Code/1151?filter=FFI>, and is included at the end of this handbook as an appendix.

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

[See **Safety Transfers/Assignments, Dating Violence, Discrimination, Harassment, and Retaliation, Hazing**, policy FFI, and the district's Student Code of Conduct.]

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

The district offers career and technical education and other work-based programs in the following areas:

- Business and Marketing,
- Hospitality,
- Human Services and Education,
- Arts,
- A/V Technology and Communications,
- Information Technology,
- Career Development,
- STEM,
- Engineering, and
- Health Science.

Admission to these programs is based on state guidelines, grade levels, course prerequisites, and course requests.

The District does not discriminate on the basis of race, color, religion, sex (including biological sex, gender identity, sexual orientation, and gender stereotypes), gender, national origin, age, disability, or any other basis prohibited by law, in its vocational programs, services, and 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.

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District policy also prohibits discrimination on the basis of race, color, religion, sex (including biological sex, gender identity, sexual orientation, and gender stereotypes), gender, national origin, age, disability, or any other basis prohibited by law, in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

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

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

[See **Nondiscrimination Statement** for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator, who will address certain allegations of discrimination.]

Celebrations (All Grade Levels)

Although a parent or grandparent is not prohibited from providing food for a school-designated function or for children in the child's or grandchild's classroom for his or her birthday, please be aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to discuss this with the child's teacher prior to bringing any food to school for a celebration.

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

[See **Food Allergies**.]

Child Sexual Abuse, Trafficking, and Other Maltreatment of Children (All Grade Levels)

The district has established a plan for addressing child sexual abuse, trafficking, and other maltreatment of children, which may be accessed at <https://www.eanesisd.net/dept/safety/student>. 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 (CPS).

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

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- 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 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 romantic partners.

Additional warning signs of labor trafficking in children include:

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

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- 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 include resources to help increase awareness 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/Highest-Ranking Student (High School Only)

Class rank shall only be determined for the top ten percent of each class. The top ten percent of students in the graduating class will be based on the weighted academic class rank. The top ten percent of the graduating class will be selected as honor graduates. For the purposes of determining the weighted academic class rank, grades through the third nine-week period of the senior year will be used. The valedictorian and the salutatorian will be the two students with the highest weighted academic class rank. To be eligible, a student must have attended WHS and be a member of the class in which he/she will graduate for four complete and consecutive semesters prior to graduation. In case of a tie for the valedictorian, the student with the highest numerical grade average of all AP courses taken shall be the valedictorian. A student who graduates early cannot be valedictorian or salutatorian.

For more detailed information, please review board policy EIC(LOCAL) at [https://pol.tasb.org/Policy/Download/1151?filename=EIC\(LOCAL\).pdf](https://pol.tasb.org/Policy/Download/1151?filename=EIC(LOCAL).pdf).

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Class Schedules (Secondary Grade Levels Only)

The administration determines the number of courses to be taught and assigns teachers to the course sections based on student course selection sheets for the following school year. Therefore, students are expected to remain committed to their selections during the year. The only course adjustments that will be made are those necessary to work out error, balance class size, or resolve conflict. Courses should be selected with attention to prerequisites and graduation requirements.

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

Multi-Year Electives

Students must sign up for the level of the course that reflects the number of years the student has been in the program; for example, a band or dance student will take level 1 band or dance in the first year and level 2 band or dance in the second year. This policy does not limit the ability of the teacher to place the student in the appropriate class based on the student's skill; for example, a first-year dance student might be placed in a third-year dance class for Dance 1 credit. The number of the course indicates the years of credit and not the skill level of the student.

Schedule Changes – Fall Semester

During the first week of the fall semester, counselors will change priority requests. A request is considered a priority if the student failed the course, already has credit for the course or is a senior who needs the course for graduation. During this time, a student may transfer to another course.

Schedule Changes – Spring Semester

Tentative spring semester schedules will be available for viewing in Skyward Family Access in late November. After reviewing the schedule, if a student believes there is a need for a change, the student must email their counselor and copy their parent and the teacher of the course. Approved schedule changes will appear on the schedule the first day of the spring semester.

University Interscholastic League (UIL) Eligibility and Schedule Changes

A student may not drop a class in which he/she has a grade below 70 after the end of the first four school weeks of the class without it being considered a failing grade for eligibility purposes. Dropping a non-honors class with a grade lower than 70 at the end of a grading period causes a student to lose eligibility until seven calendar days after the end of the three-school week evaluation period.

Honors or Advanced Placement Students

Students enrolled in an Honors or Advanced Placement (AP) course may change at the end of the first six weeks or at the end of the fall semester with the counselor and administrator permission. The student's grades are transferred to the new course.

Adding a Class

Students enrolling on or after the first nine weeks of a semester, and who have no grades from the sending district or because they were not originally enrolled in the class, will receive no semester credit for the course.

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[See **Schedule Changes** for information related to student requests to revise their course schedule.]

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

Colleges and universities vary greatly in their requirements in regard to grades, rank in class, courses, and entrance examination. It is necessary for students or parents to view websites for these institutions and to check with counselors to be certain requirements are being met.

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; 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.

If a college or university adopts an admissions policy that automatically accepts the top 10 percent of a graduating class, the provisions above will also apply to a student ranked in the top 10 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. From the summer 2023 term through the spring 2025 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 of through a holistic review process.

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

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

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

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

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

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College Applications, Transcripts and Letters of Recommendation (Grade 12)

Students and parents will submit college applications online.

Transcripts, which are required by most colleges as part of the application, will be requested in Naviance. Counselors will provide instructions within the first few weeks of the fall semester. A \$30 transcript fee is assessed to each senior and covers all transcripts sent through the senior year. Transcripts for graduating seniors include courses taken, semester grades, weighted grade point averages, STAAR EOC results, and CPR and Peace Officer training credits. Unofficial transcripts are available in the Portfolio section of Skyward or students can ask their counselor to provide one.

In keeping with the policy of confidentiality established by the colleges and universities, letters of recommendation will NOT be made available for review, and will be delivered directly from the Counseling office to the college or university. For additional information, please visit the Counseling office.

College Credit Courses (Grades 9 - 12 Only)

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

- Advanced Placement (AP) courses; college credit is determined by colleges and based on the AP exam score;
- Enrollment in AP or dual credit courses through the Texas Virtual School Network (TXVSN);
- Enrollment in dual credit courses taught at Austin Community College or the University of Texas, which may be offered on or off campus; and
- Enrollment in courses taught at other colleges or universities.

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

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

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

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

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

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Communications—Automated (All Grade Levels)

Parent Contact Information

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

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

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

A parent may update contact information by changing the information in Skyward or emailing the campus registrar.

Automated Emergency Communications

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

[See **Safety** for information regarding contact with parents during an emergency situation.]

Automated Nonemergency Communications

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

Standard messaging rates of your wireless phone carrier may apply.

If you do not wish to receive such communications, please contact your child's principal.

[See **Safety** for information regarding contact with parents during an emergency.]

Complaints and Concerns (All Grade Levels)

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

For those complaints and concerns that cannot be resolved informally, the board has adopted a Student and Parent Complaints/Grievances policy FNG(LOCAL). This policy can be viewed in the district's policy manual, available online at [https://pol.tasb.org/Policy/Download/1151?filename=FNG\(LOCAL\).pdf](https://pol.tasb.org/Policy/Download/1151?filename=FNG(LOCAL).pdf). The complaint forms can be accessed online at <https://www.eanesisd.net/dept/legal/grievances>.

To file a formal complaint, a parent or student should complete and submit the complaint form. In general, the written complaint form should be completed and submitted to the campus principal in a timely manner. If the concern is not resolved, a parent or student may request a conference with the next level of review, as outlined in policy FNG(LOCAL). If the concern is still unresolved, the district provides a process for parents and students to appeal to the board of trustees.

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Conduct (All Grade Levels)

Applicability of School Rules

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

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

Campus Behavior Coordinator

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

- Steve Ramsey, Westlake High School
- Kimberly Dewrell, Hill Country Middle School
- Dianne Carter, West Ridge Middle School
- Jennifer Dusek, Barton Creek Elementary School
- Sheri Bryant, Bridge Point Elementary School
- Laura Coaxum, Cedar Creek Elementary School
- Lesley Ryan, Eanes Elementary School
- Holly Reid, Forest Trail Elementary School
- Brandis Smoland, Valley View Elementary School

Deliveries

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

Disruption of School Operations

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

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

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- Interference with the movement of people at an exit or an entrance to district property.
- Use of force, violence, or threats in an attempt to prevent people from entering or leaving district property without authorization from an administrator.

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

- Making loud noises;
- Trying to entice a student away from, or to prevent a student from attending, a required class or activity; 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.

Student Identification Cards/SMART Tag

The Secured Mobility Authorized Ridership Technology (SMART) tag system streamlines services including transportation and cafeteria meal transactions as well as coordinates campus dismissal preferences and attendance reporting electronically with parents of elementary students. The district has connected the SMART Tag Radio Frequency Identification (RFID) cards to multiple processes, including:

- Transportation/Buses
- Elementary campus dismissal
- Meal payments, iPads and library books

For the security of WHS students and personnel, students will be required to carry School Identification Cards while at WHS or attending school-sponsored activities. Failure to meet this requirement will be grounds for disciplinary action. There is no cost for a student identification card. ID cards will be issued free of charge every two years. Replacement cards are available at a cost of \$5.

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.

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

Correspondence Courses (Secondary Only)

Students may earn no more than two credits by correspondence courses throughout their high school career. Grades from correspondence courses will not be averaged into a student's GPA. Seniors who enroll in correspondence courses to earn units required for graduation shall complete the courses and submit the grade for recording at least 30 days prior to the graduation date in order to be eligible for graduation at the end of that semester.

[For further information, see policy EHDE.]

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Counseling

The comprehensive guidance program in the district is an integral part of the total educational program. Counselors assist students with developing the skills they need to enhance their personal, social, educational and career development.

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
- 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.

These guidance and counseling components address the identified needs of all students in kindergarten through grade 12 and are implemented by certified school counselors and school-based therapists with the support of teachers, administrators, students and parents.

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

Academic Counseling

Elementary and Middle School Grade Levels

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

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

High School Grade Levels

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

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

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

- The importance of postsecondary education;
- The advantages of earning an endorsement and completing the foundation program with the distinguished level of achievement;

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- 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.

Personal Counseling (All Grade Levels)

The school counselor and school-based therapists are 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 a counselor should make an appointment by speaking with, emailing or calling the counselor in the counseling office. As a parent, if you are concerned about your child's mental or emotional health, please speak with the a campus counselor for a list of resources that may be of assistance.

If your child has experienced trauma, contact the school counselor or school-based therapist for more information.

[See **Mental Health Support**, and **Child Sexual Abuse, Trafficking, and Other Maltreatment of Children and Dating Violence**.]

Course Credit (Secondary Grade Levels Only)

A student at any grade level enrolled in a high school course will earn credit for the course only if the final grade is 70 or above. A student who earns at least a 65 in the fall semester shall be allowed to continue with the spring semester and have the two semester grades averaged together for credit when the combined average is at least a 70. However, a failing spring semester grade shall not be averaged with the fall semester grade for credit. To be eligible for averaging, the two semesters must be taken during the same school year. Summer school grades, correspondence course grades, and credit by examination grades shall not be used for averaging with a fall semester grade of 65 or higher to earn credit for the full course. Should the student's combined average be less than 70, the student will be awarded credit only for the half (semester) with the passing grade.

Credit by Examination—If a Student Has Taken the Course/Subject (Grades 9–12)

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

Examples of prior instruction include incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a nonaccredited

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school. The opportunity to earn credit by examination 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.

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

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

Information on credit-by-examination (CBE or credit-by-exam) for acceleration can be found on the district website at www.eanesisd.net under Advanced Academics. Eanes ISD will offer credit-by-examination (CBE or credit-by-exam), without prior instruction, four times per year, once per quarter. Below are the CBE dates for the 2023-24 school year:

Date of Assessment	Register by	Location
December 2, 2023	October 27, 2023	Remote/Online
March 9, 2024	February 2, 2024	Remote/Online
June 5, 2024	April 30, 2024	Remote/Online
July 17, 2024	May 30, 2024	Remote/Online

A CBE without prior instruction must be completed prior to the first day of school. Students should complete the required prerequisite course prior to taking a CBE. For example, a student must complete math 8 before taking the Algebra 1 CBE.

Credit-by exam for acceleration may only be requested once every quarter during the CBE window. The only exceptions to the published CBE dates will be for requests made outside of these time frames by a student who is homeless or enrolled in the foster care system.

A student may only attempt a credit-by-exam two times for the same course. District exams must be taken first if one is available. For example, a student requesting Math 8 can only take the exam two times (first time district exam, second time UT exam).

Grades K-8

Advancement of a Grade Level by Credit-by-Examination

Students in grades K-8 may place out of a grade level. Eanes ISD will offer credit-by-exams for grade-level advancement four times per year (once per quarter).

Kindergarten Acceleration

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An incoming kindergarten student, who will be at least 5 years of age on September 1st of the current school year, will be eligible to accelerate to the next grade level if the student scores at least 90% on each examination in the subject areas of reading and mathematics, a district administrator recommends that the student be accelerated, and the student's parent gives written approval of the grade advancement.

Students in Grades 1–5

A student in elementary school will be eligible to accelerate to the next grade level if the student scores at least 90% on each examination in the subject areas of reading, mathematics, science, and social studies, a district administrator recommends that the student be accelerated, and the student's parent gives written approval of the grade advancement.

Students in Grades 6–8

A student in middle school will be eligible to accelerate to the next grade level if the student scores at least 90% on each examination in the subject areas of reading, mathematics, science, and social studies, a district administrator recommends that the student be accelerated, and the student's parent gives written approval of the grade advancement.

Grades 9-12

Credit-by-exam for acceleration allows a student to earn credit for a course by earning a grade of 90% or higher on a CBE in a subject for which the student has not received formal instruction. A student earning a grade of 90% or higher on a credit-by-exam for acceleration is not required to take an applicable End-of-Course assessment.

The only exceptions to the published CBE for acceleration testing 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 enrolled in the foster care system. All CBEs, except World Language CBEs, are given within the school district and administered by school staff. World Language exams must be proctored at the Test Center at the University of Texas at Austin.

Credit-by-Exams for acceleration may only be requested once every quarter during the CBE window. District exams must be taken first if available. Students must complete CBEs for acceleration before the school year in which the student would normally take the course. For example, a student wanting to place out of World History must complete the World History exams and pass with a grade of 90% or higher prior to starting the 10th-grade.

A student may only attempt a credit-by-exam two times for the same course. For example, a student requesting Health can only take the exam two times. If unsuccessful in scoring a 90% on the exam during the second attempt, the student is no longer eligible to complete a credit-by-exam for acceleration and must enroll in the course.

Grades earned on a CBE for acceleration are posted on the student's transcript but are not calculated into the student's grade-point-average.

In addition to credit-by-exams, a student may earn a scale score of 50 or higher on an examination administered through the CLEP, or a score of 3 or higher on an Advanced Placement (AP) examination to earn credit for a course for advancement.

Requesting a Credit-by-Examination for Acceleration

If a student plans to take an exam, the student or parent/guardian must contact the student's counselor or school. The District is responsible for the examination fee if applicable.

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[For further information, see policy EHDC.]

DEI (Diversity, Equity and Inclusion) Expectations and School Climate)

The Eanes ISD [Graduate Profile](#) outlines the traits the district wants each of our students to have upon graduation. Among these are the following traits around DEI:

- Values cultural and linguistic diversity
- Respects self and others equally
- Understands the interconnected nature of our global community
- Respects differences

The district's students and staff are committed to creating a climate that is *welcoming* of all and makes each one of us feel that we *belong* and are fully accepted for the unique individuals we are. We know that when we tolerate disrespectful, biased language (see examples below) in our school environment, we harm the culture and fabric of our community. We recognize that such language can become hate language if not addressed. We expect each individual in our school to be respectful of each other and accepting of our religious, cultural, gender identity, sexual orientation, race, ability, or economic differences. Actions of disrespectful, biased language include but are not limited to name calling, using racial slurs, imitating accents or stereotypical behaviors, or making/writing derogatory statements intended to ostracize individuals or groups of people.

Violations of the expectations above should be reported to staff or through the online *Quick Report* reporting tool on the district's website. While education and restorative practices are the school's/district's preferred means of intervention for inappropriate actions, violations of these expectations may result in a range of consequences according to the nature of the offense, as outlined in the Student Code of Conduct. Particularly egregious and/or repeated behaviors will be taken into consideration when assigning consequences.

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

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

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

The board has established policies and procedures to prohibit and promptly address inappropriate and offensive behaviors that are based on a person's race, color, religion, sex (including biological sex, gender identity, sexual orientation, and gender stereotypes), gender, national origin, age, disability, or any other basis prohibited by law. A copy of the district's policy is available on the district's website. [See policy FFH for more information.]

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Discrimination

Discrimination is defined as any conduct directed at a student on the basis of The District does not discriminate on the basis of race, color, religion, sex (including biological sex, gender identity, sexual orientation, and gender stereotypes), gender, national origin, age, disability, or any other basis prohibited by law that negatively affects the student.

Harassment

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

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

- Offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation;
- Threatening, intimidating, or humiliating conduct;
- Offensive jokes, name-calling, slurs, or rumors;
- Physical aggression or assault;
- Graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or
- Other kinds of aggressive conduct such as theft or damage to property.

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 are not limited to:

- Touching private body parts or coercing physical contact that is sexual in nature;
- Sexual advances;
- Jokes or conversations of a sexual nature; 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 that a reasonable person would not construe as sexual in nature, such as comforting a child with a hug or taking the child's hand. However, romantic, sexual, and other inappropriate social relationships between students and district employees are prohibited, even if consensual.

Gender-based harassment includes physical, verbal, or nonverbal conduct based on a student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity.

Gender-based harassment can occur regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity. Examples of gender-based harassment directed against a student may include, but are not limited to:

- Offensive jokes, name-calling, slurs, or rumors;

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- 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 or participates in an investigation of discrimination, harassment, or dating violence is prohibited. A person who makes a false claim, 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.

Dating Violence

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

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

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

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

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

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

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For more information on dating violence, see:

- [Texas Attorney General's office recognizing and responding to dating violence flier](#)
- [The CDC's Preventing Teen Dating Violence](#)

Offensive Language

It is the position of the Eanes ISD Board of Trustees and Administration that the use of offensive language in the school environment is unacceptable and creates a hostile work and educational environment. Such language includes, but is not limited to, the use of slurs or offensive language related to race, gender and/or sexual orientation, disability and religious beliefs. In order to maintain a safe and appropriate educational environment for students and employees, all district employees and students are required to report such violations of the Student Code of Conduct to the appropriate campus administrator. [See the Student Code of Conduct for more information.]

Reporting Procedures

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

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

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

Investigation of Report

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

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

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

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

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

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

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

Disciplinary Alternative Education Program (DAEP)

In compliance with Texas law, the District operates a Disciplinary Alternative Education Program (DAEP) for students who have committed certain serious offenses. The DAEP:

- Is in a setting other than the student's regular campus
- Is located off the regular school campus
- Separates students in the DAEP from students in the regular program
- Focuses on English language arts, mathematics, science, history, and self-discipline
- Provides for student's educational and behavioral needs
- Provides supervision and counseling
- Does not provide all courses necessary for graduation.

During the DAEP assignment, a student is prohibited from attending or participating in school sponsored or school-related activities. A student who is assigned to the DAEP may not visit any District campus unless arrangements have been made with the DAEP administrator or campus principal. If the student appears on any District property without permission, the student will be charged with trespassing and be subject to further disciplinary action.

Discrimination

[See **Dating Violence, Discrimination, Harassment, and Retaliation.**]

Distance Learning (All Grade Levels)

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

The distance learning opportunities that the district makes available to district students are through correspondence courses.

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

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

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

Depending on the TXVSN course in which a student enrolls, the course may be subject to the "no pass, no play" rules. [See **Extracurricular Activities, Clubs, and Organizations.**] In addition, a student who enrolls in a TXVSN course for which an end-of-course (EOC) assessment is required must still take the corresponding EOC assessment.

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A parent may ask questions or request that their child be enrolled in a TXVSN course by contacting the school counselor. Unless an exception is made by the principal, 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 addressing distance learning will be distributed to parents of middle and high school students at least once each year. If you do not receive a copy or have questions about this policy, please contact the principal.

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

School Materials

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

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

Non-school Materials

From Students

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

The principal will designate parameters regarding the time, place, and manner for approved non-school materials to be placed for voluntary viewing or collection by students. [See policy FNAA for more information.]

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

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

From Others

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

To be considered for distribution, any non-school material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the superintendent or designee for prior review. The superintendent or designee will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies DGBA or GF for more information.]

At each school, the principal has designated a bulletin board on campus as the location for approved non-school materials to be placed for voluntary viewing or collection.

Prior review will not be required for:

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

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

Dress and Grooming (All Grade Levels)

The District's dress code is established to create the proper learning environment, teach grooming and hygiene, prevent disruptions, and minimize safety hazards. The school, student and parents share the responsibility of proper dress. The campus administrators have the final authority concerning the propriety of clothing, hairstyles, and jewelry to be worn on school property, at school activities, or anytime a student is representing the school/district.

The student and parent may determine the student's personal dress and grooming standards, provided that they comply with these general guidelines. Students should be dressed and groomed in a manner that will not be a health or safety hazard to themselves or others. The District prohibits any clothing or grooming that in the judgment of the administration is inappropriate or may be reasonably expected to cause disruption of or interference with normal school operations. This prohibition includes clothing or accessories with lewd, vulgar, or obscene drawings, pictures, images, emblems, or writings, and includes clothing or accessories that advertise or depict tobacco products, alcoholic beverages, drugs or any other dangerous, prohibited, or controlled substance. Clothing or accessories that promote violence or otherwise distract from the learning environment, as determined by the principal, are also prohibited. For safety reasons, appropriate footwear (tennis shoes or rubber soled shoes) must be worn during physical education classes, recess, and other times of physical activity.

If the principal determines that a student's grooming or clothing violates the school's dress code, the student will be given an opportunity to correct the problem at school and return to the classroom. If the problem cannot be corrected at school, the principal will work with the student and parent to obtain an acceptable change of clothing for the student in a way that minimizes loss of instructional time. student may be assigned to in-school suspension for the remainder of the day, until the problem is corrected, or until a parent or designee brings an acceptable change of clothing to the school. Repeated or severe offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

Electronic Devices and Technology Resources (All Grade Levels)

Possession of Personal Electronic and/or Telecommunications Devices at School

In this section of the Student Handbook, a personal electronic or telecommunication device ("personal device") includes, but is not limited to, mobile/cellular phones, smart watches, radios, CD players, iPods, MP3 players, video/audio recorders, portable video games, DVD players, electronic readers, cameras, Google Glass, etc.

The term does not include personal laptops, notebook computers, or tablet computers [See **Bring Your Own Technology for Instructional Use** below].

If a student brings a personal device to school, it is the student's responsibility to keep the item secure. The school will not be responsible for personal devices that are damaged, lost or

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stolen; however, as with other personal property brought to school, administrators will conduct investigations as time permits in an effort to recover lost/stolen items or to determine the person(s) responsible for damages, and will assess discipline as appropriate.

Use of Personal Electronic and/or Telecommunications Devices at School

In all grades, wearable technology (such as smart watches or fitness monitors) can be worn at school and remain powered on, but students must follow the below rules for access, use, and non-disruption.

In grades PK-8, students are not permitted to display, turn on, or use a personal device, during the instructional day. For grades PK-8, the instructional day is the time from the morning tardy bell to the daily dismissal bell, including lunch, recess, passing periods, and all activities conducted during the instructional day (field trips, assemblies, etc.).

In grades 9-12, students are not permitted to display, turn on, or use a personal device, during instructional class periods. For grades 9-12, an instructional class period is the time from the tardy bell to the dismissal bell for a class period, and does not include lunch, passing periods, and off periods. With specific teacher permission, students can access personal devices to listen to music during independent study or self-paced time. When appropriate for instructional use, a department can allow the use of a personal device to supplement the learning, as published in the course syllabus.

In all grades, when not authorized, personal devices (other than wearable technology) should be stored in backpacks or lockers and turned off or silenced.

In all grades, a student is authorized to use a personal device if the student's Individual Health Plan, Section 504 Plan or Individualized Education Plan specifies a required academic or health use or applicable accommodation.

In all grades, in the event of a personal or family emergency, a student needing to use or access a personal device may work with campus administration on an appropriate exception to these rules.

Prohibited Activities and Uses of Personal Electronic and/or Telecommunications Devices

Unacceptable and inappropriate uses of technology resources are detailed in the Student Code of Conduct and the District's Responsible Use Guidelines, including:

- Violation of the personal device rules during the administration of any state or major course assessment may result in an invalid assessment and/or will be regarded as cheating.
- Taking pictures or otherwise capturing images is strictly prohibited in locker rooms, restroom areas, or other areas of student privacy, while at school or at a school-related or school-sponsored event.
- Personal devices that negatively impact the District's computing environment or network may be shut down or blocked to prevent disruption of service to others. 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.
- Any telecommunication or electronic device is prohibited if used to cheat, audio/video record, or photograph another student or staff member without that person's permission, or when the use creates a disruption.

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- 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 in accordance with the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement.
 - This type of behavior may constitute bullying or harassment, as well as impede future endeavors of a student. We encourage parents to review with their child the ["Before You Text" Sexting Prevention Course](#), a state-developed program that addresses the consequences of sexting.
- In accordance with state law, the district prohibits the installation or use of TikTok (or any successor application or service) on a district device, along with any other social media application or service determined by the governor.
- Any student who engages in conduct that results in a breach of the district's computer security will be disciplined in accordance with the Student Code of Conduct. In some cases, the consequence may be expulsion.

Consequences for Noncompliance

If the use of a personal device is determined by a staff member to be a distraction to a student or the learning environment, or is used in violation of these provisions, all staff will respond in the same manner as any other distraction to the student or learning environment.

Any item that is a distraction to the learning environment may be collected by a staff member and given to a campus administrator. If a personal device is collected by a staff member and given to a campus administrator, a parent or guardian will be responsible for retrieving the item in the office. Confiscated devices that are not retrieved by the student or the student's parent will be disposed of after the notice required by law. [See policy FNCE.]

Students violating these rules may also be disciplined in accordance with the Student Code of Conduct, particularly for multiple, flagrant or egregious violations.

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

"Bring Your Own Technology" for Instructional Use

In some cases, students in grades 6-12 may find it beneficial to use personal laptops, notebook computers, or tablet computers for instructional purposes while at school. When students are not using the devices for approved instructional purposes, all devices must be turned off during the instructional day. In order to access the district network, students bringing personal technology for instructional purposes will be required to complete a user agreement (separate from this Handbook), available from campus administration or technology staff. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

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District-Issued Technology for Instructional Use

To prepare students for an increasingly technological society, the District provides technology for instructional purposes. District computer technology includes computer workstations, iPads, applications, databases, library catalog, online resources, Internet access, email and other technologies designated for use by students. Use of these resources is restricted to students working under a teacher's supervision and for approved purposes only. With this educational opportunity comes responsibility. It is important that students and parents read the *Responsible Use Guidelines for Technology*.

The district's *Responsible Use Guidelines for Technology* (specialized by level) can be found on the District's website at <https://www.eanesisd.net/dept/tech/technology-services/technology-roadmap>.

Students and their parents should be aware that e-mail and other electronic communications using District computers are not private and will be monitored by District staff and are subject to Open Records requests. [See policy CQ.]

Acceptable Use of District Technology Resources

To prepare students for an increasingly technological society, the district has made an investment in the use of district-owned technology resources for instructional purposes; specific resources may be issued individually to students. Use of these technological resources, which include the district's network systems and use of district equipment, is restricted to approved purposes only.

Use of Artificial Intelligence

Artificial intelligence (AI) in the school setting is a relatively new, complex and evolving technology. The following guidelines are intended to provide a framework for students.

At this time, certain online AI applications such as ChatGPT are blocked by the district's web filter from student access due to student data privacy issues. However, some students may have access to the technology at home.

Teachers cannot require students to use an online application that is blocked for an assignment. However, teachers will provide guidelines for the use of artificial intelligence applications if allowed. This guidance may include a continuum of permissions from full use of AI software for an assignment to disallowing all AI software. Other uses may include but are not limited to idea generation, enhancing a final draft or developing an outline. A teacher may require citations including the original prompt used to generate the response, the date and the URL of the program.

Students who use an AI application to complete an assignment that does not align with the teacher's written guidelines will be disciplined in accordance with the Student Code of Conduct.

Google G Suite for Education

Eanes ISD will create accounts for all students to allow for collaborative sharing using G Suite. These tools are housed on the Internet and can be accessed from any Internet-connected device. No special software is required.

Google G Suite for Education is a set of online tools for communication, collaboration and document storage. These tools may include Gmail, Calendar, Drive, Sites and Classroom. As Google continues to add new tools, Eanes ISD will evaluate each for its educational potential. Eanes ISD may add additional tools within Google G Suite throughout the school year.

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As appropriate, a student's Google account may also be used as a student identifier to access educationally-related software and programs, in accordance with Eanes ISD curriculum and privacy practices.

Apple IDs

Eanes ISD will create managed Apple IDs for all students to allow for collaborative sharing and data storage using iCloud. These tools are housed on the Internet and can be accessed from Apple devices and also through a browser on any Internet-connected device.

iCloud is a set of online tools for data synchronization, creativity, collaboration, productivity, and storage. As Apple continues to add new tools, Eanes ISD will evaluate each for its educational potential. Eanes ISD may add additional tools within Apple's iCloud applications throughout the school year.

As appropriate, a student's managed Apple ID account may also be used as a student identifier to access educationally-related software, programs, and books in accordance with Eanes ISD curriculum and privacy practices.

Microsoft Office 365

Eanes ISD will create accounts for all students to allow for collaborative sharing using Office 365. These tools are housed on the Internet and can be accessed from any Internet-connected device. EISD students receive licenses for Office 365.

Microsoft Office 365 is a set of online tools and software for communication, collaboration, productivity, and document storage. As Microsoft continues to add new tools, Eanes ISD will evaluate each for its educational potential. Eanes ISD may add additional tools within Office 365 throughout the school year.

As appropriate, a student's Microsoft account may also be used as a student identifier to access educationally-related software and programs, in accordance with Eanes ISD curriculum and privacy practices.

Student Email Addresses

As part of the Google G Suite services, all Eanes ISD students will be assigned an Eanes ISD student email account. Unless another email address is assigned by the District, this account will be considered the student's official email address until such time as the student is no longer enrolled in Eanes ISD.

In addition to being a communication tool for students to use with their teachers as appropriate by grade level, this email address may also be used as a student identifier to access educationally-related software and programs, in accordance with Eanes ISD curriculum and privacy practices.

Automated Rostering

Eanes ISD uses third-party rostering services to provide students with digital curriculum and textbook resources.

Consent

By acknowledging receipt of the Student Handbook (including the Technology Responsible Use Guidelines), parents/guardians are giving consent for their student to use their Eanes ISD Google G Suite for Education account, Managed Apple ID/iCloud account, Microsoft Office 365/Azure AD account, and related services.

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Unacceptable and Inappropriate Use of District Technology Resources

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

The district's Responsible Use Guidelines for Technology can be found at the end of this Handbook and on the District's website at

<https://www.eanesisd.net/dept/tech/technology-services/technology-roadmap>

End-of-Course (EOC) Assessments

[See **Graduation** and **Standardized Testing**.]

Emergent Bilingual Students (All Grade Levels)

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

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

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

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

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

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

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

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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.

UIL Rules and Eligibility

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

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

[See [UIL Texas](#) for additional information on all UIL-governed activities.]

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

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

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

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

In addition, the following applies to all extracurricular activities:

- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- A student is allowed in a school year up to ten absences not related to post-district competition, a maximum of five absences for post-district competition prior to state, and a maximum of two absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will be considered an unexcused absence.

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Standards of Behavior

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

Fees (All Grade Levels)

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

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

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

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Extracurricular Participation Fees (Secondary Only)

The District requires that students who participate in certain extracurricular activities pay an extracurricular participation fee. These fees help pay for items that are provided by the District to the students, such as travel, equipment, uniforms and maintenance costs.

If a student registers for an athletics class, he or she is required to pay the extracurricular participation fee. If the student is not selected as a member of the team associated with the class, the fee will be reimbursed by the District.

Fees are as follows:

High School Students who participate in more than one activity pay the **Tier 1** fee.

Tier 1 - \$275.00

Band
Athletics
Hyline
Cheerleading
Color Guard
Robotics II and Advanced
Tech Theater II and Advanced

Tier 2 - \$200.00

Orchestra II and Advanced
Choir Beyond Year One
Winter Guard

Middle School Students who participate in more than one activity pay the **Tier 1** fee.

Tier 1 - \$275.00

Basketball
Football
Soccer
Volleyball

Tier 2 - \$200.00

Cross-Country
Golf
Tennis
Track

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

Fundraising (All Grade Levels)

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

Gang-Free Zones (All Grade Levels)

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

Gender-Based Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation.**]

Grade-Level Classification (Grades 9–12 Only)

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

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

Grading Guidelines (All Grade Levels)

The district has developed elementary and secondary grading guidelines for teachers to follow in determining grades for students. These guidelines ensure that grading reflects a student's relative mastery of an assignment and that a sufficient number of grades are taken to support the grade average assigned.

For more information regarding the District's grading guidelines, please see Administrative Regulation EIA, "Mastery Learning and Grading – Elementary", and "Mastery Learning and Grading – Secondary", both included at the end of this Handbook.

[See **Report Cards/Progress Reports and Conferences** for additional information on grading guidelines.]

Graduation (Secondary Grade Levels Only)

Requirements for a Diploma

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

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

Testing Requirements for Graduation

In accordance with state law, students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on End-of-Course (EOC) assessments in:

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

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

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

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

In limited circumstances, a student who fails to demonstrate proficiency on 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.

[See **Standardized Testing**.]

Foundation Graduation Program

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

- Science, Technology, Engineering, and Mathematics (STEM);
- Business and Industry;
- Public Service;
- Arts and Humanities; 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 generally prohibits a student from graduating solely under the foundation graduation program without an endorsement. However, after the student's sophomore year, the student and student's parent may request that the student graduate without an endorsement. The district will advise the student and the student's parent of the specific benefits of graduating with an endorsement. The student and the student's parent must then submit written permission to the school counselor for the student to graduate without an endorsement.

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

A student graduating under the foundation graduation program can also earn "performance acknowledgments" on his or her transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy, in a dual credit course, on an AP examination, on certain national college preparatory and readiness or college entrance

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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, the student and parent should be aware that 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 the school counselor for more information.

Credit and course requirements for graduation under the foundation graduation program and the foundation graduation program with an endorsement can be found in the *Westlake High School Course Description Guide*.

Financial Aid Application Requirement

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

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

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

Please contact the school counselor for more information.

Personal Graduation Plans

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

The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement. Attainment of the distinguished level of achievement is a requirement for a student to be considered for automatic admission to a public four-year college or university in Texas, depending on 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 promotes college and workforce readiness, promotes career placement and advancement, and facilitates the transition from secondary to postsecondary education.

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

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

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

Available Course Options for All Graduation Programs

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

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

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

Certificates of Coursework Completion

A certificate of coursework completion will 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.

Students with Disabilities

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

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

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.

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. The student may then remain enrolled to complete the IEP and earn his or her high school diploma but will only be allowed to participate in one graduation ceremony.

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

Graduation Activities and Honors

Graduation activities will include:

- Senior Awards Night
- Graduation Ceremony
- Parent-sponsored Project Graduation

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- Parent-sponsored Baccalaureate program

Students who are eligible to graduate but are assigned to a disciplinary alternative education program (DAEP) at the end of the school year will be allowed to participate in commencement exercises and related graduation activities unless otherwise specified in the DAEP placement order.

The district uses a Latin Honors system to recognize graduates:

- Summa Cum Laude: 100 and 100+
- Magna Cum Laude: 95-99
- Cum Laude: 90-94

Information about class rank can be found in the *Westlake High School Course Description Guide* posted on the Westlake High School website.

Graduation Speakers

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

A student must meet eligibility criteria, which may include requirements related to student conduct, to have a speaking role. Eligible students will be asked to volunteer to open or close the graduation ceremonies. The faculty graduation committee designated by the principal will use the following neutral criteria to select which of the volunteers will have speaking roles:

- School Service,
- Community Service,
- Officer positions held in school organizations, and
- Membership in school organizations.

In addition to the opening and closing remarks, the valedictorian and salutatorian may also have speaking roles at the graduation ceremony.

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

[For student speakers at other school events, see **Student Speakers**.]

Graduation Expenses

Because students and parents will incur expenses to participate in the traditions of graduation—such as the purchase of invitations, senior ring, cap and gown, and senior picture—both the student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year. [See **Fees** on page 75.]

Scholarships and Grants

Students who have a financial need according to federal criteria and who complete the foundation graduation program may be eligible under the TEXAS Grant Program, Teach for Texas Grant Program, and Future Texas Teachers Scholarship Program for scholarships and grants toward tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions. Certain students who graduate early may also be eligible for the Texas First Scholarship Program.

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

Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation.**]

Hazing (All Grade Levels)

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

- Any type of physical brutality;
- An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;
- An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; 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, superintendent, or law enforcement official.

[See **Bullying** and policies FFI and FNCC for more information.]

Health—Physical and Mental

The district values both the academic progress of our students as well as their physical and social/emotional health and well-being. Each of our campuses has a full-time nurse and one or more counselors depending on the number of students on that campus. We also have a robust website where families will find pertinent policies around the physical and mental health of our students and many helpful [resources](#) for these areas.

Illness (All Grade Levels)

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

It is important to remember that state rules require schools to exclude students with certain illnesses from school for certain periods of time. For example, if a child has a fever over 100 degrees, he or she must stay out of school until fever-free for 24 hours without use of fever-reducing medications. Students with diarrheal illnesses must stay home until they are diarrhea-free without use of diarrhea-suppressing medications for 24 hours.

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

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

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

Immunization (All Grade Levels)

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

For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. This form may be obtained by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at [Affidavit Request for Exemption 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, and pertussis;
- Measles, mumps, and rubella;
- Polio;
- Hepatitis A;
- Hepatitis B;
- Varicella (chicken pox); and
- Meningococcal.

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

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

[See the DSHS website: [Texas School & Child Care Facility Immunization Requirements](#) and policy FFAB(LEGAL) for more information.]

Medicine at School (All Grade Levels)

Medication that must be administered to a student during school hours must be provided by the student's parent. All medication, whether prescription or nonprescription, must be kept in the nurse's office and administered by the nurse or another authorized district employee, unless the student is authorized to possess his or her own medication because of asthma or a severe allergy as described below or as otherwise allowed by District guidelines, law, or policy (See FFAC).

The district will not purchase nonprescription medication to give to a student. District employees will not give a student prescription medication, nonprescription medication, herbal substances,

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anabolic steroids, or dietary supplements, except that authorized employees, in accordance with policy FFAC, may administer:

- Prescription medication in the original, properly labeled container, provided by the parent, along with and EISD Medication Permission forms signed by the parent
- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container provided by the parent along with a written request.
- Nonprescription medication in the original, properly labeled container, provided by the parent along with a written request. Note: Insect repellent is considered a nonprescription medication.

Elementary/Middle School Students:

Except for exceptions listed above, elementary and middle school students are not allowed to carry or possess medication on school property, including district transportation.

High School Students:

Students in grades 9 - 12 may possess and self-administer over-the-counter (OTC) medications on campus with the following exceptions:

- Any substance that contains dextromethorphan (commonly found in cough medications)
- Any substance that contains pseudoephedrine, phenylpropanolamine or ephedrine
- Any consumable hemp products; oils (e.g., CBD oil), lotions, or similar products that contain hemp; hemp products in any form suitable for smoking, vaping or other uses.

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 FFAC(LEGAL).]

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

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

Lice (All Grade Levels)

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

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

If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to discuss a treatment plan using an FDA-approved medicated shampoo or

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cream rinse that may be purchased from any drug or grocery store. After the student undergoes one treatment, the parent should contact the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments, how best to get rid of lice, and how to prevent lice from returning.

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

More information on head lice can be obtained from the DSHS website [Managing Head Lice in School Settings and at Home](#).

[See policy FFAA for more information.]

Contagious Diseases/Conditions

To protect other students from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. If a parent suspects that his or her child has a contagious disease, the parent should contact the school nurse or principal so that other students who might have been exposed to the disease can be alerted.

The district is 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 notifiable conditions.

The school nurse or the principal's office can provide information from the Texas Department of State Health Services regarding these conditions.

Asthma and Severe Allergic Reactions

A student with asthma or life-threatening allergy (anaphylaxis) may possess and use prescribed asthma or anaphylaxis medication at school or school-related events only if he or she has 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 health-care provider and the school nurse the ability to use the prescribed medication, including any device required to administer the medication.

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

See also **Food Allergies**.

Unassigned Epinephrine Auto-Injectors

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized school personnel who have been adequately trained to administer an unassigned epinephrine auto-injector to a person who is reasonably believed to be experiencing a severe allergic reaction (anaphylaxis).

An "unassigned epinephrine auto-injector" is an epinephrine auto-injector prescribed by an authorized health-care provider in the name of the school issued with a non-patient-specific standing delegation order for the administration of an epinephrine auto-injector.

Epinephrine auto-injectors include brand-name devices such as EpiPens®.

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

The district will ensure that at each campus a sufficient number of [school personnel and/or school volunteers] are trained to administer epinephrine so that at least one trained individual is

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present on campus during regular school hours and whenever school personnel are physically on site for school-sponsored activities.

For additional information, see FFAC(LOCAL).

Unassigned Medication for Respiratory Distress

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized and trained school personnel to administer medication for respiratory distress on a school campus or at a school-related activity to a person reasonably believed to be experiencing symptoms of asthma respiratory distress.

The district will provide at each campus school personnel who are trained to administer prescription medication for respiratory distress during regular school hours.

“Unassigned medication for respiratory distress” means albuterol, levalbuterol, or another medication designated by the executive commission of the Health and Human Services Commission for treatment of respiratory distress, prescribed by an authorized health-care provider in the name of the district with a non-patient-specific standing delegation order for the administration of a medication for respiratory distress, and issued by an authorized health-care provider.

For additional information, see FFAC(LOCAL).

Unassigned Opioid Antagonists (All grades)

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

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

Steroids (Secondary Grade Levels Only)

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

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

Mental Health Support (All Grade Levels)

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

- Mental health promotion and early intervention;
- Building skills to manage emotions, establish and maintain positive relationships, and engage in responsible decision-making;
- Substance abuse prevention and intervention;
- Suicide prevention, intervention, and postvention (interventions after a suicide in a community);
- Grief, trauma, and trauma-informed care;

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- Positive behavior interventions and supports;
- Positive youth development; and
- Safe, supportive, and positive school climates.

For more information, see the district's website at:

<https://www.eanesisd.net/academics/services/counseling>

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 campus counselor or school-based therapist 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** 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

Elementary School

The district will ensure that students in full-day prekindergarten–grade 5 engage in moderate or vigorous physical activity for at least 30 minutes per day or 135 minutes per week, in accordance with policies at EHAB, EHAC, EHBG, and FFA.

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

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 middle school student physical activity programs and requirements, please see the principal.

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Temporary Restriction from Participation in Physical Education

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

Physical Education Waivers (Grades 7-12)

All secondary schools award credit for physical education (PE) for appropriate private or commercially sponsored physical activity programs for students in grades 7-12. Students attending an appropriate physical activity program may receive a waiver for required PE classes through a four-step process. For more information, including waiver forms, please review your campus website or contact the school counselor.

Physical Fitness Assessment (Grades 3–12)

Annually, the district will conduct a physical fitness assessment of students in grades 3–12 who are enrolled in a physical education course or a course for which physical education credit is awarded. At the end of the school year, a parent may submit a written request to the principal to obtain the results of his or her child's physical fitness assessment conducted during the school year.

Physical Health Screenings / Examinations

Athletics Participation (Secondary Grade Levels Only)

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

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

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

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

See the UIL's explanation of [sudden cardiac arrest](#) for more information.

Spinal Screening Program

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

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

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

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Other Examinations and Screenings (All Grade Levels)

Health screenings include: vision, hearing, scoliosis and Acanthosis Nigricans for early identification of health problems. Vision and hearing screenings are provided in grades K, 1, 3, 5, and 7, as well as any new students to the district and for any student identified by a parent or teacher. Screenings for Acanthosis Nigricans is provided in grades 1, 3, 5 and 7. Scoliosis screening is provided in 5th and 7th grades for girls and 8th grades for boys. Parents are provided with written notification if a referral to a physician for further evaluation is recommended.

[See policy FFAA for more information.]

Special Health Concerns (All Grade Levels)

Bacterial Meningitis (All Grade Levels)

Please see the district's website at <https://www.eanesisd.net/dept/health/illness/bacterial-meningitis> for information regarding meningitis.

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

[See Immunization.]

Diabetes

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

Food Allergies (All Grade Levels)

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

The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services' (DSHS) "Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis" found on the DSHS 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 at <https://www.eanesisd.net/dept/health/food-allergies>.

[See **Celebrations** and policy FFAF for more information.]

Seizures (All Grade Levels)

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

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practicable following diagnosis of a seizure disorder. For more information, contact the school nurse.

[See **A Student with Physical or Mental Impairments Protected under Section 504** for more information.]

Tobacco and E-Cigarettes Prohibited (All Grade Levels and All Others on School Property)

Students are prohibited from possessing or using any type of tobacco product, electronic cigarette (e-cigarette), or any other electronic vaporizing device while on school property or while attending an off-campus school-related activity.

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

Health-Related Resources, Policies, and Procedures

Physical and Mental Health Resources (All Grade Levels)

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

- The campus nurse;
- The campus school counselor or school-based therapist
- The district's Student Support Services office at (512) 732-9020; and
- Local public health and mental health authorities, see <https://www.eanesisd.net/academics/services/counseling/resources>

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

The district has adopted board policies that promote student physical and mental health. (LOCAL) policies on the topics below can be found in the district's policy manual, available at <https://pol.tasb.org/Home/Index/1151>.

- 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

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- Student Support Services: FFC
- Student Safety: FFF
- Child Abuse and Neglect: FFG
- Freedom from Discrimination, Harassment, and Retaliation: FFH
- Freedom from Bullying: FFI

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

For further information regarding these procedures and access to the District Improvement Plan, please contact your campus principal.

School Safety and Health Advisory Council (SSHAC) (All Grade Levels)

During the preceding school year, the district's School Safety and Health Advisory Council (SSHAC) held six meetings. Notification of upcoming SSHAC meetings will be posted at each campus administrative office at least 72 hours before the meeting. Additional information regarding the district's SSHAC, including notification of upcoming SHAC meetings, meeting minutes, and a recording of each meeting, is available on the district's website at <https://www.eanesisd.net/dept/health/sshac>.

[See **Human Sexuality Instruction** and policies BDF and EHAA. for more information.]

Student Wellness Policy/Wellness Plan (All Grade Levels)

To encourage healthy habits in our students, the district has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement it. You are encouraged to contact Molly May, Assistant Superintendent, Curriculum Instruction and Assessment, at mmay@eanesisd.net or Laurie Lee, Chief Human Resources Officer, at llee@eanesisd.net with questions about the content or implementation of the district's wellness policy and plan.

Homework (All Grade Levels)

Students will receive homework assignments at the teacher's discretion. Specific homework policies are outlined in the district's grading guidelines for each level. Parents are asked to help their child by providing the time, place, cooperation, and encouragement to complete assignments. Students should be reminded to take their books, supplies, and work to school each day. To promote responsibility, students are generally not allowed to call home for forgotten work or books.

For more information regarding the District's grading guidelines, including homework, please see Administrative Regulations EIA, "Mastery Learning and Grading – Elementary" and "Mastery Learning and Grading – Secondary", included at the end of this Handbook.

No Homework Nights

The goal of No Homework Nights is to reduce stress on students. No Homework Nights provide an opportunity to do something special as a family without having to worry about any children having homework.

The following guidelines apply:

1. No homework may be given on a No Homework Night including daily assignments and studying for quizzes or tests.

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2. "Double homework" is not allowed including:
 - a. Double homework assigned the day before a No Homework Night.
 - b. Double homework assigned the day of a No Homework Night that is due two days later.
 - c. Double homework assigned the day after a No Homework Night.
3. No tests or quizzes should be scheduled the day after a No Homework Night.
4. If a No Homework Night is on a Friday, the No Homework restriction applies to the entire weekend. There can be no assignments due on the following Monday and no tests or quizzes can be given on the following Monday.

Law Enforcement Agencies (All Grade Levels)

Questioning of Students

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

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

Students Taken into Custody

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

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

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- To comply with a properly issued directive from a juvenile court to take a student into custody.

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

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

Notification of Law Violations

The district is required by state law to notify:

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

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

Leaving Campus (All Grade Levels)

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

State rules require parental consent before any student leaves campus for any part 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 to document parental consent:

- For students in elementary and middle school, a parent or authorized adult must come to the office and show identification to sign the student out. A campus representative will ask the student to report to the office. For safety purposes and stability of the learning environment, we cannot allow any unescorted adult to go to the classroom or other area to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.
- For students in high school, the same process will be followed if a parent picks the student up from campus. If the student's parent will authorize the student to leave campus unaccompanied, a note or email provided by the parent must be submitted to the attendance office in advance of the absence, no later than two hours prior to the

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student's need to leave campus. A phone call received from the parent may be accepted, but the school may ultimately require a note or email 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 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. If a student is allowed to leave campus by himself or herself, as permitted by the student's parent, or if the student is age 18 or is an emancipated minor, the nurse will document the time of day the student was released. Under no circumstances will a student in elementary or middle school be released unaccompanied by a parent or adult authorized by the parent.

During Lunch (Grades 9-12)

Seniors will be allowed to leave campus for lunch unless they lose this privilege. Students in grades 9-11 are not allowed to eat lunch off campus. Seniors who take underclassmen away from campus during lunch will be subject to disciplinary action. Any underclassmen leaving the campus without permission will be subject to disciplinary action. A parent may come to the school and properly check out his/her student for lunch. Parents cannot send notes or call the school to allow their child to leave for lunch. Parents are not allowed to take a student out for lunch if he/she is not their child.

At Any Other Time during the School Day – Closed Campuses

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

Both middle schools as well as the high school are closed campuses during the school day. With the exception of seniors being allowed to leave campus for lunch, students may not leave a campus without checking out through the attendance office. Failure to check out properly will result in disciplinary action being taken against the student.

Students who leave campus in violation of these rules will be subject to disciplinary action in accordance with the Student Code of Conduct.

Lost and Found (All Grade Levels)

A lost and found collection box is located in the campus office. A student who loses an item should check the lost and found box. The district discourages bringing personal items of high monetary value to school, as the district is not responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

Makeup Work

Makeup Work Because of Absence (All Grade Levels)

A teacher may assign makeup work to a student who misses class based on instructional objectives and the needs of the student in mastering the essential knowledge and skills or meeting subject or course requirements.

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The student will be responsible for obtaining and completing the makeup work in a satisfactory manner and within the time specified by the teacher. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

The student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time, including absences for extracurricular activities, so that the teacher and student may plan any makeup work. Please remember the importance of student attendance at school. With limited exceptions, all absences count for the 90 percent threshold set in state law regarding attendance for credit or final grade. [See **Attendance for Credit or Final Grade**.]

A student involved in an extracurricular activity must notify his or her teachers ahead of time about any absences.

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

Disciplinary Alternative Education Program (DAEP) Makeup Work

A student removed to a DAEP during the school year will have an opportunity to complete, before the beginning of the next school year, a foundation curriculum course in which the student was enrolled at the time of removal. 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).]

In-School Suspension (ISS) and Out-of-School Suspension (OSS) Makeup Work (All Grade Levels)

Alternative Means to Receive Coursework

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

Opportunity to Complete Courses

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

Nondiscrimination Statement (All Grade Levels)

In its efforts to promote nondiscrimination and as required by law, the district does not discriminate on the basis of race, color, religion, sex (including biological sex, gender identity, sexual orientation, and gender stereotypes), gender, national origin, age, disability, or any other basis prohibited by law in providing education services, activities, and programs, including Career and Technical Education (CTE) programs.

The district provides equal access to the Boy Scouts and other designated youth groups.

In accordance with Title IX, the district does not and is required not to discriminate on the basis of sex 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.

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Discrimination on the basis of sex includes discrimination on the basis of biological sex, gender identity, sexual orientation, gender stereotypes, or any other prohibited basis related to sex.

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 student concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment: Heidi Sauer, Coordinator of Counseling/SEL, 601 Camp Craft Road Austin, TX 78746 <mailto:hsauer@eanesisd.net>, (512) 732-9020. 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 at FFH(LOCAL).

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

- For concerns regarding student discrimination on the basis of disability, see the ADA/Section 504 Coordinator: Allison Eicke, Director of Student Support Services, 601 Camp Craft Road, Austin, TX 78746, aeicke@eanesisd.net, (512) 732-9020.
- For concerns regarding discrimination on the basis of disability for facilities: Jeremy Trimble, Assistant Superintendent, Operations and Planning, 601 Camp Craft Road, Austin, Texas 78746, jtrimble@eanesisd.net, (512) 732-9040.
- For all other concerns regarding discrimination, see the Superintendent: Dr. Jeff Arnett, Superintendent, 601 Camp Craft Road, Austin, TX 78746, jarnett@eanesisd.net, (512) 732-9000.

[See policies FB, FFH, and GKD for more information.]

Parent and Family Engagement (All Grade Levels)

Working Together

Experience and research tell us that a child succeeds in education with good communication and a strong partnership between home and school. A parent's involvement and engagement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child 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 your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling**.]

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- 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 for an appointment. [See **Report Cards/Progress Reports and Conferences**.]
- Becoming a school volunteer. [See **Volunteers** and policy GKG for more information.]
- Participating in campus parent organizations.
- Serving as a parent representative on the district-level or campus-level planning committees that develop educational goals and plans to improve student achievement. [See policies BQA and BQB, for more information.]
- Serving on the School Safety and Health Advisory Council (SSHAC) and assisting the district in aligning local community values with health education instruction, human sexuality instruction, instruction on prevention of child abuse, family violence, dating violence, and sex trafficking, and other wellness issues. [See **School Health Advisory Council (SHAC)** and policies BDF, EHAA, FFA for more information.]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. More information can be found on the district's website at <https://www.eanesisd.net/board>.
- Reviewing [District Improvement and Parent and Family Engagement Plans](#)

Parking and Parking Permits (Secondary Grade Levels Only)

Individual parking will be made available to as many students as possible (see Permits, below). A student must present a valid driver's license and proof of insurance to be eligible for a parking permit.

Students must display a parking permit to park on WHS property during the school day. Students who have been issued a parking permit must properly display it in the front windshield. Improperly displayed permits are invalid.

Students will not be permitted to:

- Speed.
- Double-park.
- Park across a white or yellow line.
- Park in a fire lane.
- Park in non-designated spots.
- Park in posted visitor or staff areas at any time.

The district may tow cars that are parked in violation of these rules.

Drivers are expected to comply with all speed and parking zones. Violators of traffic and/or parking regulations are subject to disciplinary action, including loss of parking privileges, fines,

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booting and/or towing at the owner's expense. Reckless driving on public roads bordering WHS will result in disciplinary action.

Permits and Costs

Students will be issued parking permits under these conditions:

1. Eligible grade classification,
2. No financial or community service obligations, and
3. Purchase requirements for parking permit: current, valid Texas driver's license, proof of insurance on vehicle and driver, completed online WHS Parking Agreement.

Seniors purchasing a parking permit will be assessed a fee of \$150.00 for a full year.

Juniors purchasing a parking permit will be assessed a fee of \$40 for a quarter. More than one quarter is not guaranteed.

Parking permits are non-transferable.

Pledges of Allegiance and a Minute of Silence (All Grade Levels)

Each school day, students will recite the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See **Reciting the Pledges to the U.S. and Texas Flags.**]

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others.

In addition, state law requires that each campus provide for the observance of one minute of silence in remembrance of those who lost their lives on September 11, 2001, at the beginning of the first class period when September 11 falls on a regular school day.

[See policy EC for more information.]

Prayer (All Grade Levels)

Each student has a right to pray individually, voluntarily, and silently or to meditate in school in a manner that does not disrupt school activities. The school will not encourage, require, or coerce a student to engage in or 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 grade level or subject matter of the course. In making promotion decisions, the district will consider:

- Teacher recommendation,
- Grades,
- Scores on criterion-referenced or state-mandated assessments, and
- Any other necessary academic information as determined by the district.

Elementary and Middle School Grade Levels – Promotion

In kindergarten-grade 2, promotion to the next grade level shall be based on assessment methods other than numerical scores. If the assessment standard is not met, the teacher shall

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consult with the counselor, principal, and parent in formulating a recommendation for retention. If no consensus is reached, the decision regarding academic retention shall be made by the principal.

In grades 3–5, promotion to the next grade level shall be based on an overall average of 70 or above, on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills), which is derived by averaging the final numerical grades for language arts, mathematics, social studies, and science. In addition, students shall attain an average of 70 or above in language arts and mathematics.

In grades 6–8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in language arts, mathematics, science, and social studies.

High School Grade Levels – Promotion

To earn credit in a course, a student must receive a grade of at least 70 based on course-level standards.

A student in grades 9–12 will be advanced a grade level based on the number of course credits earned. [See **Grade Level Classification**.]

Students will also have multiple opportunities to retake EOC assessments. [See **Graduation** and **Standardized Testing**.]

Repeating Kindergarten-Grade 8 at Parent Request

A parent may request in writing that a student repeat kindergarten, or any grade in grade 1-8. Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

Repeating a High-School Credit Course

A parent may request in writing that a student repeat a high-school credit course in which the student was enrolled during the previous school year unless the district determines that the student has met all requirements for graduation.

Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

Only the student's first passing grade will be included in the calculation of class ranking.

Release of Students from School

[See **Leaving Campus**.]

Remote Instruction

The district may offer remote instruction in accordance with TEA guidelines and state laws/orders. The district's most up-to-date information can be found at <https://www.eanesisd.net/covid>.

All district policies, procedures, guidelines, rules, and other expectations of student behavior will be enforced as applicable in a remote or virtual learning environment.

Report Cards/Progress Reports and Conferences (All Grade Levels)

Report cards with each student's performance and absences in each class or subject are issued at least once every nine weeks.

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The district uses an electronic program to communicate academic information about your child, including for report card and progress reporting purposes. Please see your campus administrator if you have any questions.

During the fourth week of a nine-week grading period, parents will receive a progress report if their child's performance in any course/subject area is below the expected level of performance. If a student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be asked to schedule a conference with the teacher.

Teachers follow grading guidelines that have been approved by the superintendent pursuant to the board-adopted policy. Grading guidelines are designed to reflect each student's relative mastery of each assignment. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. [See **Grading Guidelines** and policy EIA(LOCAL) for more information.]

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

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

The district may communicate academic information about a student electronically, including for progress reporting purposes. An electronic signature will be accepted by the district, but parents are entitled to request a handwritten signature of acknowledgment instead.

Secondary

Secondary schools will adhere to the Texas Education Agency guidelines in relation to curriculum offerings, sequence of courses, and amount of time of instruction per subject. Report cards with each student's grades and absences in each class are issued each nine weeks. State law mandates that a three-week progress report be sent home if a student is experiencing academic difficulty. The campus policy has defined "academic difficulty" as a grade of 75 or below. Parents should not wait for progress reports to be posted in Family Access if they feel their student is not being successful. In such cases, a parent-teacher conference should be scheduled. Please check the school's website or the District calendar for specific dates when report cards and progress reports will be posted.

The primary purpose for grading is communication. Every effort will be made to grade in a manner that will assist the student and his parents or guardians in understanding the progress in a course. The grades will be recorded as a numerical average on all records and report cards. See teacher syllabus for specific grading system.

Achievement Grades

90-100	Superior
80-89	Good
75-79	Average
70-74	Passing
0-69	Failing
I	Temporarily Incomplete (Assignments missing due to excused absences)

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If a student has incomplete or missing work at the end the nine weeks, the teacher will certify a grade based on completed work. The student will have one-day make-up for every day missed due to excused absences to complete the work. Excused absences and unexcused absences with parent permission will be graded at 100%, and truanicies at 0%. Extensions to the one-day absence rule may be approved by an ARD or 504 Committee or by a teacher, department supervisor and counselor agreement. If the work is not completed within the allotted time, the original nine weeks grade will become official.

Examinations covering a semester of work will be given at the end of each semester. Curriculum will not be included on the final on which the student has not been previously tested. Semester exams must be administered according to the schedule established by the administration. Without approval from the principal, teachers are not allowed to alter the semester exam schedule.

If a student earns a fall semester grade of 65 or better in any two-semester course, the student may continue in the spring semester and have the two semesters' grades averaged together. Should the year's average be 70 or better, the student will receive the fall and spring credits for the course. A failing spring semester grade will not be averaged with the fall semester grade for credit. To be eligible for averaging, the two semesters must be taken during the same school year. Summer school grades, correspondence course grades and credit-by-examination grades will not be used for averaging with a semester grade of 65 or higher in order to earn credit for the full course.

Retaliation

[See **Dating Violence, Discrimination, Harassment, and Retaliation.**]

Safety (All Grade Levels)

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

- Avoid conduct that is likely to put the student or others at risk.
- Follow 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, campus behavior coordinator, teachers, or bus drivers.
- Help secure the campus by keeping all exterior doors closed, latched, and locked unless the door is actively monitored by a district employee.
- Follow instructions from teachers and other district employees regarding classroom doors.
- Remain alert to any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member, and promptly report any incidents to a district employee. A student may make anonymous reports about safety concerns by submitting a Westlake Watch report online.
- 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.

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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 Drills: Evacuation, Severe Weather, and Other Emergencies

Periodically, the school will conduct preparedness drills of emergency procedures. When the command is given or alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

Preparedness Training: CPR, AED, and Stop the Bleed

The district will offer instruction in CPR and the use of an automated external defibrillator (AED) at least once to students enrolled in grades 7–12. The instruction can be provided as part of any course and is not required to result in CPR or AED certification.

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

Emergency Medical Treatment and Information

All parents are asked each year to complete a medical care authorization form, providing written parental consent to obtain emergency treatment and information about allergies to medications or drugs. Parents should contact the school nurse to update emergency care information (name of doctor, emergency phone numbers, allergies, etc.).

The district may consent to medical treatment, which includes dental treatment, if necessary, for a student if:

- The district has received written authorization from a person having the right to consent;
- That person cannot be contacted; and
- That person has not given the district actual notice to the contrary.

The emergency care authorization form will be used by the district when a student's parent or authorized designee cannot be contacted. A student may provide consent if authorized by law or court order.

Regardless of parental authorization for the district to consent to medical treatment, district employees will contact emergency medical services to provide emergency care when required by law or when deemed necessary, such as to avoid a life-threatening situation.

Emergency School Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information in the event that the district needs to notify parents of early dismissal, delayed opening, or restricted access to a campus because of severe weather, a security threat, or another emergency cause.

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. It is crucial to notify your child's school when a phone number changes. State law requires parents to update contact information within two weeks after the date the information changes.

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If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community in the following ways: If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community in the following ways: district list serve, emergency notification system (Skylert), social media, and district and campus websites. In addition, local media will be notified.

[See **Communications-Automated, Emergency.**]

SAT, ACT, and Other Standardized Tests

[See **Standardized Testing.**]

School Facilities

Asbestos Management Plan (All Grade Levels)

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's asbestos management plan is available in the central administrative office. If you have any questions or would like to examine the district's plan in more detail, please contact Clayton Wright, Maintenance Supervisor, at 512-732-9040.

Food and Nutrition Services (All Grade Levels)

The district offers students nutritious and delicious food throughout the day at each campus. This includes daily breakfast and lunch.

Some students are eligible for free and reduced-price meals based on financial need. Information about a student's participation is confidential. The district may share information such as a student's name and eligibility status to help enroll eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent requests the student's information not be disclosed.

Participating students will be offered the same meal options as their peers and will not be treated differently from their peers. They will never be identified as receiving free or reduced meals.

All families who wish to apply for free or reduced meals must do so through the online LINQ Connect portal student account management system <https://linqconnect.com/>

To obtain account balances, refunds, etc., please contact the Child Nutrition Manager at your campus. For other needs, please contact: Kevin Pownall, Ops Supervisor for Child Nutrition, 512-732-9060, kpownall@eanesisd.net.

[See policy CO for more information.]

Parents should continually monitor their child's meal account balance. This can be done through the LINQ Connect Portal. When a student's meal account is running low, the cashiers will remind the student that they will need funds added to their account soon. When the account is depleted, the district will notify the parent. The student may continue to purchase meals according to the grace period set by the school board. However, as long as the account is negative, the student will not be allowed to purchase a la carte items. When the account becomes negative, the district will notify the parent by email or phone call and present the parent with a schedule of repayment for any outstanding account balance and the link to apply for free or reduced meals. Furthermore, automatic low balance warnings can be set in the LINQ Connect Portal <https://linqconnect.com/> and automatic account reload payments can be setup in the online student store <https://eanes.revtrak.net/>

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If the district is unable to work out an agreement with the student's parent on replenishment of the meal account and payment of any outstanding balance, the student will still receive a meal. The district will make every effort to avoid bringing attention to the student.

Vending Machines (All Grade Levels)

The district has adopted and implemented the state and federal policies for food service, including guidelines to restrict student access to vending machines. For more information regarding these policies and guidelines, please contact Richard Mallard, Director of Child Nutrition, (512) 732-9060, rmallard@eanesisd.net.

[See policy FFA for more information.]

Pest Management Plan (All Grade Levels)

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

All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area.

Parents who have questions or who want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area may contact Jonathan Gomez Chairez, the district's IPM coordinator, 512-732-9040, jgomezchairez@eanesisd.net.

Conduct Before and After School (All Grade Levels)

Teachers and administrators have full authority over student conduct at before- or after-school activities. Whether a school activity is on or off district premises, students must follow the same rules of conduct that apply during the instructional day. Misbehavior will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

Library (All Grade Levels)

The Library Media Centers in the District are an integral part of the instructional program at every grade level. Professional librarians work closely with teachers to provide materials and activities that are appropriate for the various learning styles of individual students. Books, videos, DVDs, Internet databases and magazines are part of the collection. If any library materials are lost or damaged, the student is expected to pay for them.

Technology is an integral part of the library at all grade levels. Students are taught at the elementary level to use computers to locate information. District libraries are equipped with computer databases as well as computerized online catalogs and encyclopedias. Each media center has multiple computers that are used to access databases and internet resources.

The library provides a wide variety of materials for varying ages, ability levels, and interests of students. If you have guidelines regarding your child's reading or interests, please feel free to contact the librarian.

Use of Hallways during Class Time (All Grade Levels)

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

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Use by Students Before and After School (All Grade Levels)

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

Westlake High School is open to students before school, beginning at 7:30 a.m.

Unless the teacher or sponsor overseeing an activity gives permission, a student will not be permitted to go to another area of the building or campus.

After dismissal of school in the afternoon, unless a student is involved in an activity under the supervision of a teacher or other authorized employee or adult, or unless students are granted permission to remain on campus in accordance with policy FNAB, students must leave campus immediately.

Meetings of Noncurriculum-Related Groups (Secondary Grade Levels Only)

Student-organized, student-led noncurriculum-related groups are permitted to meet during the hours designated by the principal before and after school. These groups must comply with the requirements found in policy FNAB (LOCAL). A list of these groups is available in the principal's office.

Westlake High School Clubs:

Clubs and activities are open to all enrolled students. Each club must operate under a constitution or a set of by-laws that do not conflict with District policy. A copy of the by-laws must be on file in the principal's office. All activities of the club must be under the supervision of an adult monitor at all times. All meetings, practices, games, and competitions must be held with the monitor present. No club can be organized without the principal's approval. All members should conduct themselves in a respectable and orderly manner.

While involvement in activities is encouraged, students should not overextend themselves and should carefully select those organizations in which they would like to join. Student clubs and performing groups such as the band, choir, and drill and athletic teams may establish rules of conduct and consequences for misbehavior that are stricter than those for students in general. A student may be disciplined and have other consequences imposed should there be a violation of both the Student Code of Conduct and a club rule.

There are two types of clubs at WHS. One type of club or activity relates directly to curriculum and instruction and is sanctioned by the school as an official school activity. These include athletics, performing arts groups, National Honor Society, student council, foreign language clubs, publications, and vocational clubs. Members of these clubs may miss school to participate in activities. These clubs have access to the announcements and may get on the fundraising calendar.

The other type of club is a "student interest club." These clubs fall under a legal distinction that allows high schools to operate a "limited open forum." Students have the opportunity to form their own club based on similar interests such as a film club, chess club, outdoors club, ski club, and bowling club and to meet on campus. This practice allows students to share common interests, leadership skills, and to find activities in which to participate. There are restrictions on how these clubs form and interact at WHS. Students must direct and lead these clubs. Membership is open to any student enrolled in the District who is interested. There must be an adult monitor present at all meetings held on the campus or school property.

The activities of the club may not interfere with the operation of the school. The club must have the approval of the principal and superintendent and may be dissolved by the principal.

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Students in these clubs do not have access to announcements, but may post fliers with approval of the principal. Students in these clubs do not have access to campus funds.

It is important to note that these student interest clubs are not sponsored by the school or the school District; the school and school District cannot be held liable for any travel, meetings, or accidents that may occur as a result of the activities of a student interest club. Although these clubs have an adult monitor, these monitors are generally not expected to attend any functions away from school premises. For example, a group of students who like to fish may form a fishing club. At their meeting they decide to go fishing next Saturday. While the group meets in the building they are a club. They may talk about experiences, bring in a guest speaker, provide demonstrations, etc. When they decide to go fishing on Saturday and meet at someone's home, the school does not provide transportation, supervision, etc., so it is important to check on the agenda before allowing your student to participate. To form a student interest club, students submit an application available in the office.

School-Sponsored Field Trips (All Grade Levels)

The district periodically takes students on field trips for educational purposes.

A parent must provide permission for a student to participate in a field trip.

The district may ask the parent to provide information about a student's medical provider and insurance coverage and may also ask the parent to sign a waiver allowing for emergency medical treatment in the case of a student accident or illness during the field trip.

The district may require a fee for student participation in a field trip that is not required as part of a basic educational program or course to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need. The district is not responsible for refunding fees paid directly to a third-party vendor.

Searches

Searches in General (All Grade Levels)

In the interest of promoting student safety and drug-free schools, district officials may occasionally conduct searches.

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

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

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

District Property (All Grade Levels)

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

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

Metal Detectors (All Grade Levels)

To maintain a safe and disciplined learning environment, the district reserves the right to subject students to metal detector searches when entering a district campus and at off-campus, school-sponsored activities.

Telecommunications and Other Electronic Devices (All Grade Levels)

Use of district-owned equipment and its network systems is not private and will be monitored by the district. Eanes ISD implemented a new technology application to proactively protect students and ensure their safety and well-being in digital spaces. The district launched the Gaggle Safety Management solution to manage student safety on school-provided technology and further promote student and educator productivity in a safe and controlled environment. Eanes ISD utilizes Gaggle to have the ability to analyze emails between student and staff for inappropriate behavior as well as identify potential serious situations such as self-harm, cyberbullying, substance abuse, threats and more.

[See policy CQ for more information.]

Any searches of personal electronic devices will be conducted in accordance with law, and the device may be confiscated to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed.

[See **Electronic Devices and Technology Resources** and policy FNF(LEGAL) for more information.]

Trained Dogs (All Grade Levels)

The district may use trained dogs to screen for concealed, prohibited items, including drugs. 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.

Vehicles on Campus (Grades 9-12)

If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the district will contact the student's parents. If the parents also refuse to permit the vehicle to be searched, the district may turn the matter over to law enforcement. The district may contact law enforcement even if permission to search is granted.

Sexual Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation**.]

Special Programs (All Grade Levels)

The district provides special programs for gifted and talented students, students who are homeless, students in foster care, migrant students, emergent bilingual students, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact Molly May, Assistant Superintendent, Curriculum, Instruction and Assessment, mmay@eanesisd.net, (512) 732-9021.

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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. These assessments are usually taken at the end of the junior year. Students are encouraged to talk with the school counselor early during their junior year to learn about these assessments and determine the appropriate examination to take. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT.

Note: These assessments may qualify a student to receive a performance acknowledgment on the student's transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances. A student's performance at a certain level on the SAT or ACT may make the student eligible for automatic admission to a Texas public institution of higher education.

TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The TSI assesses the reading, mathematics, and writing skills that first-year students need to perform effectively as undergraduates in Texas public colleges and universities. This assessment may also be required before a student enrolls in a dual credit course offered through the district. Achieving certain benchmark scores on this assessment may also waive certain end-of-course assessment requirements in limited circumstances.

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3–8

In addition to routine tests and other measures of achievement, students at certain grade levels are required to take the state assessment, called STAAR, in the following subjects:

- Mathematics, annually in grades 3–8
- Reading, annually in grades 3–8
- Science in grades 5 and 8
- Social Studies in grade 8

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

STAAR Spanish is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

Standardized Testing for a Student Enrolled Above Grade Level

If a student in grades 3–8 is enrolled in a class or course intended for students above 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.

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A student in grades 3–8 shall be assessed at least once in high school with the ACT or the SAT if the student completes the high school end-of-course assessments in mathematics, reading/language arts, or science prior to high school.

Standardized Testing for a Student in Special Programs

Certain students—some with disabilities and some classified as emergent bilingual students—may be eligible for exemptions, accommodations, or deferred testing. For more information, see the principal, school counselor, or special education director.

Personal Graduation Plans – Middle School Students

For a middle-school student who does not perform satisfactorily on a state-mandated examination, a school official will prepare a personal graduation plan (PGP).

School officials will also develop a PGP for a middle-school student who is determined by the district to be unlikely to earn a high school diploma within five years of high school enrollment. The plan will, among other items;

- Identify the student's educational goals,
- Address the parent's educational expectations for the student, and
- Outline an intensive instruction program for the student.

[See the school counselor and policy EIF(LEGAL) for more information.]

For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee.

[See **Personal Graduation Plans** for information related to the development of personal graduation plans for high school students.]

High School Courses End-of-Course (EOC) Assessments

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

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

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

There are three testing windows during the year in which a student may take an EOC assessment. The windows occur in the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have opportunities to retake the assessment.

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 admission, review, and dismissal (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 (PGP).

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[See **Graduation.**]

Failure to Perform Satisfactorily on a STAAR or EOC Assessment

If a student does not perform satisfactorily on a required state assessment in any subject, the district will provide accelerated instruction for the student in the subsequent school year by:

- Assigning the student to a teacher who is certified as a master, exemplary, or recognized teacher if one is available in the grade and subject matter of the state assessment on which the student did not perform satisfactorily, or
- Providing supplemental instruction.

A student may be required to attend any assigned supplemental instruction program before or after school or during the summer.

Requesting Administration of STAAR/EOC in Paper Format (All Grade Levels)

STAAR and EOC assessments are administered electronically.

A parent or teacher may request that a STAAR or EOC be administered to a student in paper format. The district may grant this request for any single administration for up to three percent of the number of students enrolled in the district. Requests will be granted in the order in which they are received.

Requests for paper format for a fall administration of a STAAR or EOC must be submitted no later than September 15 each school year.

Requests for paper format for a spring administration of a STAAR or EOC must be submitted no later than December 1 each school year.

Students in Foster Care (All Grade Levels)

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

Please contact Heidi Sauer, Coordinator of Counseling/SEL, who has been designated as the district's foster care liaison, at hsauer@eanesisd.netmailto:, (512) 732-9020.

[See **Students in the Conservatorship of the State.**]

Students Who are Homeless (All Grade Levels)

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

For more information on services for students who are homeless, contact the district's homeless education liaison, Heidi Sauer, Coordinator of Counseling/SEL, at hsauer@eanesisd.netmailto:, (512) 732-9020.

[See **A Student Who is Homeless.**]

Student Speakers (Grades 9-12)

Westlake High School provides students the opportunity to introduce the following school events:

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- Assemblies sponsored by the junior and senior class
- Student Council Elections
- Extracurricular banquets and award ceremonies.

Students are eligible to introduce these events if they

1. Are in the highest two grade levels of the school
2. Volunteer
3. Have written parent permission to speak, and
4. Are not in a disciplinary placement at the time of the speaking event.

A student who is eligible and wishes to introduce one of the school events listed above should submit his or her name to the principal during the first month of each school year. Volunteers must be affiliated with the class or organization (for example, a member of the junior class or a player on the baseball team). The names of all students who volunteered will be randomly drawn and matched to the event for which the student will give the introduction. If the selected student speaker declines or becomes ineligible, then no student introduction will be made at that event. The selection of students to introduce school events will occur at the beginning of each semester.

As determined by the principal, students who have been selected for special honors, such as captain of an athletic team, student council officers, class officers, leaders of school-sponsored organizations, homecoming king or queen, or prom king or queen may also address school audiences at designated events.

[See **Graduation** for information related to student speakers at graduation ceremonies and policy FNA(LOCAL) regarding other speaking opportunities.]

Summer School (All Grade Levels)

If summer school is offered by the district, students may attend this fee-based program in order to make up failed classes, to strengthen themselves in areas where they are weak, and/or to take courses to get ahead. Summer school grades will not be used to determine class rank or GPA. Summer school offerings will be determined based upon student interest.

Special education services are not available in summer school unless a student meets Extended School Year eligibility requirements; however, reasonable accommodations under Section 504 of the Rehabilitation Act of 1973 will be available.

Further information will be published prior to registration and will be available on the campus website.

Tardies (All Grade Levels)

In accordance with campus rules, a student who is tardy (late) to class may be assigned an appropriate consequence.

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

Instructional materials are any resources used in classroom instruction as part of the required curriculum, such as textbooks, workbooks, computer software, or online services.

The district selects instructional materials in accordance with state law and policy EFA.

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The district provides approved instructional materials to students free of charge for each subject or class. Students must treat instructional materials with care

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

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

Any student who does not return an item or returns an item in an unacceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage is paid for by the parent. However, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

Classroom Transfers (All Grade Levels)

The principal is authorized to transfer a student from one classroom to another.

[See **Safety Transfers/Assignments, Bullying, and Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services**, for other transfer options.]

Transportation (All Grade Levels)

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use school-provided transportation to and from the event. However, in accordance with campus procedures, a parent may provide written consent for his or her child to ride with or be released after the event to the parent or another adult designated by the parent. [See **School-sponsored Field Trips**.]

Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school and to any students who are experiencing homelessness. This service is provided at no cost to students.

Bus routes and stops will be designated annually. Any subsequent changes will be posted on the district's website. For the safety of the driver and all passengers, students must board district vehicles only at authorized stops and drivers must unload passengers only at authorized stops.

The district has identified the following areas where hazardous traffic conditions and/or areas presenting a high risk of violence exist for students who live within two miles of the campus:

1. All subdivisions North of Bee Caves Road (RR 2244).
2. All subdivisions South and West of Loop 360 (Capital of Texas Highway.) For students attending Eanes Elementary only, all subdivisions in an area bound on the Southwest and Southeast by Westbank Drive and on the Southwest by Loop 360 (Capital of Texas Highway) and on the Northeast by Bee Caves Road (RR 2244).
3. For Cedar Creek Elementary, the area bounded on the Northwest by Walsh Tarleton Road, on the Northeast by Bee Cave Road, on the Southwest by Loop 360 (Capital of Texas Highway), and on the Southeast by Loop 1.

Because students in these areas might encounter hazardous traffic conditions or be subject to a high risk of violence when walking to and from school, the district will provide transportation to these students.

Eanes Independent School District 2023-24 Student Handbook

For information on bus routes visit <https://www.eanesisd.net/dept/trans/bus-routes>.

A parent may designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated location must be an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, contact the Transportation Office at 512-732-9050.

Student Responsibilities on School Buses

Students are expected to assist district staff in ensuring that buses and other district vehicles are clean and safe. When riding in district vehicles, students are held to behavioral standards established in this handbook and the Student Code of Conduct. Students must:

- Follow the driver's directions at all times.
- Show SMART Tag as requested.
- Enter and leave the vehicle in an orderly manner at the designated stop.
- Keep feet, books, instrument cases, and other objects out of the aisle.
- Not deface the vehicle or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle.
- Not possess or use any form of tobacco or e-cigarettes in any district vehicle.
- Observe all usual classroom rules.
- Be seated in assigned seat while the vehicle is moving.
- Fasten their seat belts, if available.
- Follow any health and safety rules required by the District.
- Wait for the driver's signal upon leaving the vehicle and before crossing in front of the vehicle.
- At the bus stop:
 - Give yourself plenty of time. Be at your stop at least five minutes before the bus is scheduled to arrive.
 - Walk safely. Stay on sidewalks or, if there are none, walk on the left side of the road facing oncoming traffic. Cross streets only at intersections or crosswalks.
 - Wait in an orderly manner – do not attempt to load until the bus has come to a complete stop.
- Follow any other rules established by the operator of the vehicle.

Misconduct will be punished in accordance with the Student Code of Conduct, including loss of the privilege to ride in a district vehicle.

[See the Student Code of Conduct for provisions regarding transportation to the DAEP.]

Vandalism (All Grade Levels)

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 (All Grade Levels)

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

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

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board may make a written request for the district to place video and audio recording equipment in certain self-contained special education classrooms. The district will provide notice before placing a video camera in a classroom or other setting in which a child receives special education services. For more information or to request the installation and operation of this equipment, contact the principal or Matt Zemo, Director of Special Education mzemo@eanesisd.net, (512) 732-9020, who the district has designated to coordinate the implementation of and compliance with this law.

[See policy EHBAF(LOCAL) for more information.]

Visitors to the School (All Grade Levels)

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must:

- Request entry to the school at the primary entrance unless otherwise directed by a district employee.
- Report to the main office.
- Be prepared to show identification and wear a guest nametag for the duration of their visit.
- Exit the school at the primary entrance and leave all exterior doors closed, latched, and locked unless actively monitored by a district employee.
- Comply with all applicable district policies and procedures.

If requested by a district employee, a visitor must provide identification such as a driver's license, other picture identification issued by a government entity, or employee or student identification issued by the district. A person who refuses to provide identification and who reasonably appears to have no legitimate reason to be on district property may be ejected from district property.

Individuals may visit classrooms during instructional time only with approval of the principal and teacher. Visitors and/or the duration or frequency of visits may not interfere with instruction or disrupt the normal school environment.

Eanes Independent School District 2023-24 Student Handbook

All visitors must comply with all applicable District policies and procedures and are expected to demonstrate the highest standards of courtesy and conduct. Disruptive behavior or violations of student privacy will not be permitted.

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator or school resource officer (SRO) has the authority to refuse entry to 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 persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL).

[See the Student Code of Conduct.]

Visitors Participating in Special Programs for Students

Business, Civic, and Youth Groups

The district may invite representatives from patriotic societies listed in Title 36 of the United States Code to present information to interested students about membership in the society. Additionally, the district periodically invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

Volunteers (All Grade Levels)

The district invites and appreciates the efforts of volunteers who are willing to serve our district and students.

If you are interested in volunteering, please contact your campus office staff for more information and to complete an application.

The district does not require state criminal history background checks for volunteers who are parents, guardians, or grandparents of a child enrolled in the district.

Subject to exceptions in accordance with state law and district procedures, other volunteers will be subject to a state criminal history background check, and the volunteer must pay all costs for the background check.

Voter Registration (Secondary Grade Levels Only)

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

Withdrawing from School (All Grade Levels)

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

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

Eanes Independent School District 2023-24 Student Handbook

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

Eanes Independent School District 2023-24 Student Handbook

Glossary

Accelerated instruction, including **supplemental instruction**, is an intensive educational 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. Accelerated instruction may be provided by assigning a student to a classroom teacher who is certified as a master, exemplary, or recognized teacher or by providing supplemental instruction in addition to regular instruction.

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

ACT-Aspire is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

ARD stands for admission, review, and dismissal. The ARD committee convenes for each student who is identified as needing a full and individual evaluation for special education services. The eligible student and 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.

DSHS stands for the Texas Department of State Health Services.

ED stands for the U.S. Department of Education.

Emergent bilingual student refers to a student of limited English proficiency. Other related terms include English learner, English language learner, and limited English proficient student.

EOC (end-of-course) assessments are state-mandated and are part of the STAAR program. Successful performance on EOC assessments 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.

Eanes Independent School District 2023-24 Student Handbook

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 pass the STAAR EOC assessments to graduate. Students have multiple opportunities to take the tests, if necessary, for graduation.

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

TAC stands for the Texas Administrative Code.

Eanes Independent School District 2023-24 Student Handbook

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

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

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

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

1. Board Policy FFI(LOCAL): Student Welfare – Freedom from Bullying
2. Administrative Regulation EIA: Mastery Learning and Grading – Elementary
3. Administrative Regulation EIA: Mastery Learning and Grading – Secondary

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyber-bullying.

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**

Student Report

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

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Notice of Report	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
Prohibited Conduct	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex (including biological sex, gender identity, sexual orientation, and gender stereotypes), gender, national origin, age, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
Investigation of Report	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
Concluding the Investigation	<p>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.</p> <p>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.</p>
Notice to Parents	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.
District Action Bullying	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

<i>Discipline</i>	<p>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.</p> <p>The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.</p>
<i>Corrective Action</i>	<p>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.</p>
<i>Transfers</i>	<p>The principal or designee shall refer to FDB for transfer provisions.</p>
<i>Counseling</i>	<p>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.</p>
<i>Improper Conduct</i>	<p>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.</p>
Confidentiality	<p>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.</p>
Appeal	<p>A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.</p>
Records Retention	<p>Retention of records shall be in accordance with CPC(LOCAL).</p>
Access to Policy and Procedures	<p>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.</p>

ACADEMIC ACHIEVEMENT: GRADING/PROGRESS REPORTS TO PARENTS**MASTERY LEARNING AND GRADING – ELEMENTARY****OVERVIEW**

The Superintendent or designee shall ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students. These guidelines shall ensure that grading reflects a student's relative mastery of an assignment and that a sufficient number of grades are taken to support the grade average assigned. Guidelines for grading shall be clearly communicated to students and parents.

EISD GRADING EXPECTATIONS

In EISD, the following grading expectations form the basis of this Regulation:

- Grading should be focused on student learning and mastery of skills.
- Grading must be consistent by grade level or course.
- Retake or redo opportunities should focus on opportunities to learn and demonstrate understanding.
- Grading guidelines, expectations and processes are approved by campus administration, published via campus and classroom websites, and shared with families.
- Grading guidelines, expectations and processes will reflect age-appropriate differences between the elementary and secondary levels.

ELEMENTARY GRADING GUIDELINES

The grading record is a teacher's record of evidence to support grades reported on the report card. Grades should be logical, justifiable, and sufficient in number to assure that the report card grade is an accurate measure of the student's progress and achievement. Teachers are expected to create and implement a grading plan that ensures multiple opportunities for student success. During development of a grading system, teachers should reflect on how accurately a student's level of mastery of required material is represented.

Related Board Policies: EIA (LEGAL and LOCAL)
Administrator: Associate Superintendent

Approved by Supt.:

Date Approved: August 6, 2019



ACADEMIC ACHIEVEMENT: GRADING/PROGRESS REPORTS TO PARENTS**MASTERY LEARNING AND GRADING – ELEMENTARY****EFFECTIVE GRADING
AND FEEDBACK
PRACTICES FOR
STUDENT SUCCESS**

The following are EISD's effective grading and feedback practices for elementary student success:

- Learning targets and expectations for demonstration of mastery will be clearly defined for students.
- Teacher feedback should help students to identify strengths and any areas of weakness. Teachers should arrange for reteaching in class, tutorials, extra study sessions or make-up teach/redo as needed for the student(s) to demonstrate growth / to meet grade level expectations.
- Teachers will review and return all graded work to students within a time frame that will benefit the student and allow for reteaching and re-doing assignments or assessments.
- Grading will reflect mastery learning, not procedural/behavioral factors unrelated to the learning target. (i.e. "punitive grading practices" such as: taking points off for no name, late, no parent signature, heading, etc.).
- Since the focus of learning is mastery, the assigning of zeros should be extremely rare and not connected to behavior. If a pattern of missing grades or consistently low performance on graded assignments arises, the teacher must contact parents/guardians and the student's counselor and/or Assistant Principal.

**GRADE
DEVELOPMENT
CRITERIA**

The following grade development processes and criteria are established to ensure consistency across all EISD elementary campuses:

- A minimum of one grade or piece of evidence per week taught in each content area will be collected throughout the nine weeks' quarter to allow for sufficient number of varied opportunities and adequate time for students to demonstrate mastery.
- Once a student receives Met for a standard in K-2, that entry will continue until the standard is reassessed. If the standard is not met or it increases in the level of difficulty, it will be reassessed in subsequent grading periods.

Related Board Policies: EIA (LEGAL and LOCAL)
Administrator: Associate Superintendent

Approved by Supt.:

Date Approved: August 6, 2019



ACADEMIC ACHIEVEMENT: GRADING/PROGRESS REPORTS TO PARENTS**MASTERY LEARNING AND GRADING – ELEMENTARY**

- When calculating the average for the core content areas in grades 3-5, no single assignment/assessment grade may count more than 25% of the total average regardless of the grade category. It should be noted, however, that some major projects may comprise more than one assignment.
- Retake and redo plans must be consistent by course and honor the district policy including:
 - **Type(s) of assignment(s)/test(s) eligible for retake or redo are determined by the PLC.** Some assignments are intended to spiral and additional opportunities to demonstrate mastery are embedded so redo is not necessary.
 - If a grade entered in Skyward/gradebook falls below 70% (3-5) or Not met (K-2), a comment is required as an accompanying statement alongside the grade. Further, reteach and retest/redo will be documented within the system.
 - For eligible assignments, recording the grade that represents the student's best performance (up to 100%) is encouraged. For example, if a student scores a 62 on the first assessment, and an 88 on the second, an 88 would be recorded in the gradebook with a comment that a retest took place and the prior grade is noted. If a student were to score lower on a retest, the higher grade will remain the recorded grade.
 - If there is suspected abuse of the retake/redo opportunity to gain a grade advantage, the teacher must contact parents/guardians and the student's counselor and/or the campus student support team.

Related Board Policies: EIA (LEGAL and LOCAL)
Administrator: Associate Superintendent

Approved by Supt.:

Date Approved: August 6, 2019

ACADEMIC ACHIEVEMENT: GRADING/PROGRESS REPORTS TO PARENTS

MASTERY LEARNING AND GRADING – ELEMENTARY

REASSESSING
STUDENTS FOR
MASTERY

The District shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade.

Reteaching is a critical, and required, part of re-assessment. Reteaching is defined as small group or 1-1 direct instruction provided by a teacher on the content area / topic of concern within five days of assigning a grade/feedback.

The following criteria must be followed to establish the retake/redo process:

- Re-teach/relearn opportunities are provided to students as a part of the retake and redo process.
- A student demonstrates a greater understanding of the content, framed in a different format from the initial assessment (i.e. not corrections on an existing test/assignment, not completed at home, not the exact same test/assignment). It is permissible to assess **ONLY** the portion of the test / assignment that the student lacks understanding in lieu of the test / assessment in its entirety.
- A student shall be given *at least one* opportunity to retake or redo **eligible** assignments such as quizzes, daily class work, summative assessment/assignment, major test, or major project within five school days of the notification to the student of a failing grade.
- A variety of reassessment techniques may be used for any student including oral questioning, observation, retesting, demonstration, and alternative assignments.
- Written feedback is required from the teacher to accompany the retest grade in the grading system /platform. (ex. "Retest given orally with the teacher in 1-1. / "New assessment provided in different format.")

Related Board Policies: EIA (LEGAL and LOCAL)
Administrator: Associate Superintendent

Approved by Supt.:

Date Approved: August 6, 2019

ACADEMIC ACHIEVEMENT: GRADING/PROGRESS REPORTS TO PARENTS**MASTERY LEARNING AND GRADING – ELEMENTARY****ELEMENTARY
HOMEWORK
STANDARDS**

The following homework standards are established to ensure consistency across all EISD elementary campuses:

- Homework is an opportunity for additional practice to enhance fluency or deepen understanding. It will rarely be the evidence for mastery learning.
- Nightly Reading is a homework expectation at all grade levels. This is included in the time frame for the grade level homework expectation, not in addition to that timeframe. This can include being read to, reading aloud, or reading independently.
- The maximum number of minutes of homework per day / per grade level is:
 - 1st - 10 minutes / day
 - 2nd - 20 minutes / day
 - 3rd - 30 minutes / day
 - 4th - 40 minutes / day
 - 5th - 50 minutes / day
- Homework Specifics:
 - The purpose of homework is to review and practice concepts previously taught in the classroom.
 - Homework should be consistent across the grade level in content and quantity.
 - When approaching learning from a flipped classroom perspective, account for pre-teach time within allotted homework timeframe (not for a grade, however).
 - Parents have the discretion to communicate to the teacher when the student has hit the allotted time frame (if time would be exceeded or a frustration level was met at home) with the teacher.

Related Board Policies: EIA (LEGAL and LOCAL)
Administrator: Associate Superintendent

Approved by Supt.:

Date Approved: August 6, 2019



ACADEMIC ACHIEVEMENT: GRADING/PROGRESS REPORTS TO PARENTS**MASTERY LEARNING AND GRADING – SECONDARY****OVERVIEW**

The Superintendent or designee shall ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students. These guidelines shall ensure that grading reflects a student's relative mastery of an assignment and that a sufficient number of grades are taken to support the grade average assigned. Guidelines for grading shall be clearly communicated to students and parents.

EISD GRADING EXPECTATIONS

In EISD, the following grading expectations form the basis of this Regulation:

- Grading should be focused on student learning and mastery of skills.
- Grading must be consistent by grade level or course.
- Retake or redo opportunities should focus on opportunities to learn and demonstrate understanding.
- Grading guidelines, expectations and processes are approved by campus administration and published via course syllabi and/or campus and classroom websites.
- Grading guidelines, expectations and processes will reflect age-appropriate differences between the elementary and secondary levels.

SECONDARY GRADING GUIDELINES


The grading record is a teacher's record of evidence to support grades reported on the report card. Grades should be logical, justifiable, and sufficient in number to assure that the report card grade is an accurate measure of the student's progress and achievement. Working together in Professional Learning Communities (PLC), teachers are expected to create and implement a grading plan that ensures multiple opportunities for student success.

EFFECTIVE GRADING AND FEEDBACK PRACTICES FOR STUDENT SUCCESS

The following are EISD's effective grading and feedback practices for secondary student success:

- Learning targets and expectations for demonstration of mastery will be clearly defined for students. Teacher feedback should help students to identify strengths and any areas of weakness. Teachers will provide opportunities for tutorials, extra study sessions and/or

Related Board Policies: EIA (LEGAL and LOCAL)
Administrator: Associate Superintendent

Approved by Supt.: 
Date Approved: June 19, 2019

ACADEMIC ACHIEVEMENT: GRADING/PROGRESS REPORTS TO PARENTS**MASTERY LEARNING AND GRADING – SECONDARY**

make-up teach/redo as needed. This opportunity will be scheduled with the student and teacher.

- Teachers will review and return all graded work to students within a reasonable time frame that will benefit the student on future assessments of learning.
- Grading will reflect mastery learning.
- Since the focus of learning is mastery, the assigning of zeros should be carefully considered. If a student is struggling to complete an assignment, he/she should communicate with the teacher to discuss the reason and make a plan to overcome the challenge. If a pattern of missing work arises, the teacher should contact parents/guardians and the student's counselor or Assistant Principal.
- Feedback and grading should be ongoing and consistent for all students within a course.

**GRADE
DEVELOPMENT
CRITERIA**


The following grade development processes and criteria are established to ensure consistency across all EISD secondary campuses:

- Grading process and criteria will be consistent by course, aligned in a vertical progression by department for each content area, and published in the course syllabus.
- Teachers are required to have an average of at least one grade per week to allow for a sufficient number of varied opportunities for students to demonstrate mastery.
- When calculating a nine-week average, no single assignment/assessment grade may count more than 25% of the total average, regardless of the grade category (such as major or daily grade). It should be noted, however, that some major projects may comprise more than one assignment/grade.

**REASSESSING
STUDENTS FOR
MASTERY**

The District shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade.

Related Board Policies: EIA (LEGAL and LOCAL)
Administrator: Associate Superintendent

Approved by Supt.: 
Date Approved: June 19, 2019

ACADEMIC ACHIEVEMENT: GRADING/PROGRESS REPORTS TO PARENTS**MASTERY LEARNING AND GRADING – SECONDARY**


The following criteria must be followed to establish the retake/redo process:

- Retake and redo processes must be consistent by PLC and aligned in a vertical progression by department and course including:
 - Type(s) of assignment(s)/test(s) eligible for retake or redo;
 - Number of times a student can retake or redo an individual assignment/test;
 - Number of times a student can retake or redo assignments/tests in a specified time period (nine weeks/semester/year); and
 - Point(s) recovery when demonstrating further mastery of content.
- Students shall be given *at least one* opportunity to retake or redo **eligible** assignments which may include daily grades and or major grades within five school days of the notification to the student.
- Re-teach/relearn opportunities should be provided to students as a part of the retake and redo process.
- A variety of reassessment techniques can be used including oral questioning, observation, retesting, demonstration, and alternative assignments.

**SECONDARY
HOMEWORK
STANDARDS**

Research provides strong evidence that, when used appropriately, homework benefits student achievement. Homework expectations, processes, and grading should be consistent by course. Teachers will work with their PLC to ensure that homework is purposeful, meaningful and reasonable.

Related Board Policies: EIA (LEGAL and LOCAL)
Administrator: Associate Superintendent

Approved by Supt.: 
Date Approved: June 19, 2019