Lake Travis ISD

Parent Student Handbook

2025-2026

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LAKE TRAVIS INDEPENDENT SCHOOL DISTRICT

Main Address

3322 Ranch Road 620 South
Austin, Texas 78738
www.ltisdschools.org

Telephone: 512-533-6000
Fax: 512-533-6001

Campuses

Bee Cave Elementary School
14300 Hamilton Pool Road
Austin, Texas 78738
Telephone: 512-533-6250
Fax: 512-533-6251
BCE Website

Lake Pointe Elementary School
11801 Sonoma Drive
Austin, Texas 78738
Telephone: 512-533-6500
Fax: 512-533-6501
LPE Website

Lake Travis Elementary School
15303 Kollmeyer Drive
Austin, Texas 78734
Telephone: 512-533-6300
Fax: 512-533-6301
LTE Website

Lakeway Elementary School
1701 Lohmans Crossing Road
Austin, Texas 78734
Telephone: 512-533-6350
Fax: 512-533-6251
LWE Website

Serene Hills Elementary School
3301 Serene Hills Drive
Austin, Texas 78738
Telephone: 512-533-7400
Fax: 512-533-7401
SHE Website

Rough Hollow Elementary School
4219 Bee Creek Road
Spicewood, TX 78738
Telephone: 737-931-3000
Fax: 737-931-3001
RHE Website

West Cypress Hills Elementary School
6112 Cypress Ranch Boulevard
Spicewood, Texas 78669
Telephone: 512-533-7500
Fax: 512-533-7501
WCHE Website

Hudson Bend Middle School
15600 Lariat Trail
Austin, Texas 78734
Telephone: 512-533-6400
Fax: 512-533-6401
HBMS Website

Lake Travis Middle School
4932 Bee Creek Road
Spicewood, Texas 78669
Telephone: 512-533-6200
Fax: 512-533-6201
LTMS Website

Bee Cave Middle School
5400 Vail Divide
Austin, Texas 78738
Telephone: 737-931-2400
Fax: 737-931-2401
BCMS Website

Lake Travis High School
3324 Ranch Road 620 South
Austin, Texas 78738
Telephone: 512-533-6100
Fax: 512-533-6101
LTHS Website

PREFACE

To Students and Parents:

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

The Lake Travis ISD Student/Parent Handbook is designed to provide basic information that you and your child will need during the school year. The handbook is divided into two sections:

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

Section II—INFORMATION FOR STUDENTS AND PARENTS—organized alphabetically by topic for quick access when searching for information on a specific issue. Where applicable, the topics are further organized by grade level.

Please be aware that the term "parent," unless otherwise noted, is used to refer to the parent, legal guardian, or 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.

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

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

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

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

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

If you or your child has questions about any of the material in this handbook, please contact your campus principal. A hard copy of the handbook can be requested at the LTISD Administration Building, 3322 Ranch Road 620 S., Austin, TX 78738.

Accessibility

If you have difficulty accessing the information in this document because of disability, please contact the Curriculum & Instruction Department at 512-533-6023.

DISTRICT POLICIES

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

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 choice and values regarding district practices.

SECTION I: REQUIRED NOTICES AND INFORMATION FOR PARENTS

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

NONDISCRIMINATION STATEMENT

In its efforts to promote nondiscrimination and as required by law, the Lake Travis Independent School District does not discriminate on the basis of race, religion, color, national origin, gender, sex, disability, or any other basis prohibited by law in providing education services, activities, and programs, including Career and Technical Education (CTE) programs. The district provides equal access to the Boy Scouts and other designated youth groups.

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

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

The district has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquires regarding discrimination on the basis of sex, including sexual

harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment:

Tasha Barker
Assistant Superintendent of Organizational Services & Title IX Coordinator
3322 Ranch Road 620 S.
Austin, TX 78738
512-533-6036
watersbarkert@ltisdschools.org

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

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

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

For Students:
Jennifer Freeman
Executive Director of Special Services
607 Ranch Rd. 620 N.
Austin, TX 78734
512-533-6460
freemanj@ltisdschools.org

For Employees:
Susan Fambrough
Assistant Superintendent for Human Resources
3322 Ranch Road 620 S.
Austin, TX 78738
512-533-6024
fambroughs@ltisdschools.org

For all other concerns regarding discrimination, see the Superintendent:

Dr. Curtis Null
Superintendent
3322 Ranch Rd. 620 S.
Austin, TX 78738
512-533-6020
nullc@ltisdschools.org

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

PARENT AND FAMILY ENGAGEMENT

Working Together

Both experience and research tell us that a child's education succeeds best when there is good communication and a strong partnership between home and school. 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 every day to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all of your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the teacher, school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's attendance and academic progress and contacting teachers as needed.
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor or principal, please call the school office for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. Please give 24-48 hours for a return phone call.
- Becoming a school volunteer. For further information, see policy GKG, the LTISD Volunteer Program and the LT Mentor Me Program.
- Participating in campus parent organizations. Parent organizations include Campus PTO/PTAs, Booster Clubs, and the Lake Travis Education Foundation. For further information, see the Parent Organizations and Associations and the Lake Travis Education Foundation websites.
- Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. For further information, see policies at BQA and BQB, and contact the campus directly.
- Serving on the School Health Advisory Council (SHAC) and assisting the district in ensuring local community values are reflected in health education instruction, human sexuality instruction, instruction on prevention of child abuse, family violence, dating violence, and sex trafficking, and other wellness issues. See policies at BDF, EHAA, FFA, and information in this handbook at the **School Health Advisory Council** section.
- Serving on a committee to determine criteria to be used to evaluate the overall performance of the district and each campus in community and student engagement. For further information, please contact the campus principal.
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contact school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. Regular board meetings are held on the third Wednesday of each month at 6:00 pm. An agenda for a regular or special meeting is posted no later than 72 hours before each meeting at the district's Administration Building and also online under Notices. See policies at BE and BED for more information.

CONSENT, OPT-OUT, AND REFUSAL RIGHTS

Consent to Conduct a Psychological Evaluation

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 - Grades 6-9

Annual Notification

In accordance with state law, below is a detailed description of the district's curriculum regarding human sexuality instruction. This instruction is generally provided in the spring semester. A more specific schedule will be provided to parents at that time. For further information, see the district's Sexual Health Curriculum on its website.

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

For students in Kinder through 3rd grade, the Health TEKS are progressively taught in a developmentally appropriate sequence that includes things like naming body parts and functions, having manners and using healthy communication, and how to get help from trusted adults. In 4th grade, teachers will build on the TEKS with additional information that includes a lesson by the campus nurse on maturation and hygiene. For students in 5th grade, teachers build on the TEKS with additional information that includes a lesson by the campus nurse that focuses on puberty. In both 4th and 5th grades, the boys and the girls are taught these additional lessons separately.

The program's goal at the secondary level is to empower teens with accurate information regarding human development and practical tools to help them make healthy decisions, build healthy relationships, and postpone sexual involvement until marriage.

As a part of the district's curriculum, students in grades 6, 7, 8 and 9 receive instruction related to human sexuality. The School Health Advisory Council (SHAC) makes recommendations for curriculum materials, and the school board adopts the materials and determines the specific content of the instruction.

For students in 6th grade, the lessons build on K-5 TEKS with additional age-appropriate information on puberty for girls and boys taught separately such as anatomy and physiology, the role of hormones, the benefits of abstinence, the difference between positive and negative relationships, resisting peer pressure, and conflict management, healthy ways to express love, and avoidance of STI's. Beginning in the 2025–2026 school year, LTISD will implement the Choosing the Best human sexuality curriculum for students in grades 6 through 9. The curriculum will be delivered through science class, with 6 lessons facilitated by The Source, a state-funded and state-approved agency.

For students in 7th, 8th and 9th grade, the lessons are built from Health TEKS that cover information such as the difference in growth patterns and how the onset of puberty may affect personal health, physical and emotional changes of puberty, risk factors associated with communicable and non-communicable diseases, abstinence only approach to relationships in preventing pregnancy, STI's, and HIV, and the influence of media on our decision, refusal skills. Beginning in the 2025–2026 school year, LTISD will implement the Choosing the Best human sexuality curriculum for students in grades 6 through 9. The curriculum will be delivered through science class, with 6 lessons facilitated by The Source, a state-funded and state-approved agency.

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/her student from any part of the human development instruction with no academic, disciplinary, or other penalties.
- Become more involved in the development of this curriculum by requesting to be on the SHAC as a parent representative for your campus (as designated slots become available.) or attending SHAC meetings. Please see the campus principal for additional information.
- Use the district's grievance procedures concerning a complaint. (See FNG (LOCAL).

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

- Present abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age;
- Devote more attention to abstinence from sexual activity than to any other behavior;
- Emphasize that abstinence, if used consistently and correctly, is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted diseases, and the emotional trauma associated with adolescent sexual activity;
- Direct adolescents to a standard of behavior in which abstinence from sexual activity before marriage is the most effective way to prevent pregnancy and sexually transmitted diseases; and
- If included in the content of the curriculum, teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates.

Consent Before Human Sexuality Instruction

Before a student can participate in human sexuality instruction, written consent from a parent or guardian is required. A request for consent will be sent to parents at least 14 days prior to the start of instruction. This request will include the option to either opt in or opt out of the instruction. Students who are opted out will engage in alternative activities during the lessons.

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 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 Health Advisory Council

(SHAC) makes recommendations for curriculum materials, and the school board adopts the materials and determines the specific content of the instruction. Contact the Director of Counseling and Health Services, Jennifer Garrigan, at 512-533-5940 for more information.

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 SHAC or attending SHAC meetings. (See the campus principal for details.)
- Use the district's grievance procedure concerning a complaint. (See FNG (LOCAL)).

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 providing a parent with a recommendation for 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 the mental health liaison(s) or school counselor regarding a student who may need intervention.

The district's licensed social workers serve as the mental health liaisons.

Joelle Nagel, LCSW
Campus Assignment: LTHS
Supports BCMS, RHE, SHE
nagelj@ltisdschools.org
512-658-9735

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They 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.

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

State law permits the school to make a video or voice recording without parental permission when the recording is to be used for:

- School safety;
- Classroom instruction or a co-curricular or extracurricular activity;
- Media coverage of the school; or
- Promotion of student safety as provided by law for a student receiving special education services in certain settings.

In other circumstances, the district will seek parental consent through a written request before making any other video or voice recording of your student. [See **Video Cameras** for more information, including a parent's right to request video and audio equipment be placed in certain special education classrooms or settings.]

Please note that in accordance with Board Policy FNCE, the district prohibits unauthorized audio or visual recordings or transmission of audio or visual recordings of other students or staff.

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 50 percent on the grade 5 mathematics STAAR or 40 percent on 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.

Limited Electronic Communications with Student by District Employees

Teachers and other approved employees are permitted by the district to use electronic communication with students within the scope of the individual's professional responsibilities, as described by district guidelines (*e.g.*, for classroom teachers, matters relating to class work, homework and tests; for an employee with an extracurricular duty, matters relating to the extracurricular activity). Individual communications with students via text message or a similar application (*e.g.*, Remind 101) are allowed by teachers, trainers, or other employees who have an instructional or extracurricular duty to the student. For students in grades 8 and lower, the communication must include at least one other person. Employees may individually communicate with students enrolled in grades 9-12. Such communication may not occur between the hours of 10 pm and 6 am, except for times involving extenuating circumstances (*i.e.*, health and safety or other critical or time sensitive situations). For communication with students via social networking pages, employees must create a professional account and allow administration and parents access.

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

Participation in Third-Party Surveys

Consent Required Before Student Participation in Federally Funded Survey

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 a 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:

- Political affiliations or beliefs of the student or the student's parent.
- Mental or psychological problems of the student or the student's family.
- Sexual behavior or attitudes.
- Illegal, antisocial, self-incriminating, or demeaning behavior.
- Critical appraisals of individuals with whom the student has a close family relationship.
- Relationships privileged under law, such as relationships with lawyers, doctors, and ministers.
- Religious practices, affiliations, or beliefs of the student or parents.
- Income, except when the information is required by law and will be used to determine the student's eligibility to participate in a special program or to receive financial assistance under such a program.

A parent may inspect the survey or other instrument and any corresponding instructional materials used in connection with such a survey. [For further information, see policy EF (LEGAL).]

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

The 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 non-emergency, 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. [For further information, see policies EF and FFAA.]

A parent may inspect

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

The Education Department provides extensive information about the Protection of Pupil Rights Amendment, including a PPRA complaint form.

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

Teacher and Staff Professional Qualifications

A parent may request information regarding the professional qualifications of his or her student's teachers, including whether a teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; whether the teacher has an emergency permit or other provisional status for which state requirements have been waived; and whether the teacher is currently teaching in the field of discipline of his or her certificate. The parent also has the right to request information about the qualifications of any paraprofessional who may provide services to his or her student.

Parent Review of Instructional Materials

A parent has the right to review teaching materials and instructional materials used in the curriculum as outlined in Board Policy EFA(Legal) and EFA(Local), and to examine tests that have been administered to his or her student, whether instruction is delivered in-person, virtually, or remotely.

Per Board Policy EFA(Legal), the district will allow access to instructional materials 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 used by the student. The school may ask the student to return the materials at the beginning of the next school day. A school must provide printed versions of electronic instructional materials to a student if the student does not have reliable access to technology at home.

The district provides a wide range of library materials for students and faculty that support student achievement and present varying levels of difficulty, diversity of appeal, and a variety of points of view. The district follows the Texas State Library and Archive Commission's standards for school library collection development.

Parents are the primary decision makers regarding their student's access to library material. The district encourages parental involvement in library acquisition, maintenance, and campus activities. Parents are encouraged to communicate with their campus librarian and their child's teacher about special considerations regarding library materials self-selected by their student.
A parent who wants access to the school's library may submit a request to their campus librarian or administrator. Library resources are available through an online catalog accessible through each campus' library website.

The district welcomes student and parent feedback on library materials and services. Parents may do so by contacting their child's campus librarian or campus administrator. A district employee, parent or community member may request the reconsideration of a library material by first contacting their campus librarian or campus administrator as part of an informal reconsideration process. A parent may restrict their own child's access to library resources at any time by contacting their campus librarian. Alternative resources will be provided immediately. Additional information regarding parental access and control of library resources can be found on the district's library services website. A patron may submit a formal request for reconsideration of library resources by completing the Formal Request for Reconsideration of Instructional Resources form available on the District's website if they are unsatisfied with an informal decision rendered by the campus librarian or administrator.

For more information, see EFB(LOCAL) and the LTISD Library Services website.

District Review of Instructional Materials

Per TEC §31.0252, a parent may request a district instructional material review for a subject area in the grade level in which their student is currently enrolled. See Board Policy EFA(Legal) and EFA(Local) for additional information.

Notices of Certain Student Misconduct to Noncustodial Parent

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

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

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

Student Records

Accessing Student Records

A parent may review his or her student's records, including:

- Attendance records,

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

Authorized Inspection and Use of Student Records

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

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

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

Inspection and release of student records is restricted to an eligible student or a student's parents unless the school receives a copy of a court order terminating parental rights or the right to access a student's education records. A parent's rights regarding access to student records are not affected by the parent's marital status.

Federal law requires that, as soon as a student becomes 18, is emancipated by a court, or enrolls in a postsecondary institution, all rights under FERPA transfer from the parent to the student. However, the parent may continue to have access to the records if the student is a dependent for tax purposes and, under limited circumstances, when there is a threat to the health and safety of the student or other individuals.

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

- When "school officials" have what federal law refers to as "legitimate educational interest" in a student's records.

  "*School officials*" include an employee, Board member, or agent of the District, including an attorney, a consultant, a contractor, a volunteer, a school resource officer, and any outside service provider used by the District to perform institutional services; an employee of a cooperative of which the District is a member or of a facility with which the District contracts for placement of students with disabilities; a contractor retained by a cooperative of which the District is a member or by a facility with which the District contracts for placement of students with disabilities; a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks; and a person appointed to serve on a team to support the District's safe and supportive school program.

  "*Legitimate educational interest*" in a student's records includes working with the student; considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities; compiling statistical data; reviewing an educational record to fulfill the official's professional responsibility to the school and the student; or investigating or evaluating programs.
- To the authorized representative of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S. Secretary of Education, TEA, the U.S. Secretary of Agriculture's office and Child Protective Services (CPS) caseworkers or other child welfare representatives, in certain cases.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school, school district/system, or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she is already enrolled.
- In connection with financial aid for which a student has applied or which the student has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school in order to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses information designated as directory information. [See **Objecting to the Release of Directory Information** below for further information.]

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

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

A parent or eligible student who wishes to inspect the student's records should submit a written request to the records custodian identifying the records he or she wishes to inspect. Records may be inspected by a parent or eligible student during regular school hours. The records custodian or designee will be available to explain the records and to answer questions.

A parent or eligible student who provides a written request and pays copying costs of ten cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review these records. The addresses of the Superintendent and each campus can be found at the **Campuses** section at the beginning of this handbook.

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

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

The district's policy regarding student records is found online at policy FL (LEGAL) and (LOCAL) or is available from the Superintendent's office.

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

Objecting to the Release of Directory Information

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

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

Directory information will be released to anyone who follows procedures for requesting it.

However, release of a student's directory information may be prevented by the parent or an

eligible student. Each year, during the enrollment or verification process, the district distributes a Student Directory Information Notice. You may object to the release, or limit the release, of your student's directory information by contacting your student's campus registrar to complete the appropriate form.

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

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

The district is required by federal law to comply with a request by a military recruiter or an institution of higher education for students' names, addresses, and telephone listings, unless parents have advised the district not to release their student's information without prior written consent. You may object to the release of your student's information for this purpose by filling out the Student Directory Information Notice distributed each year during the enrollment or verification process. 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.

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

Religious or Moral Beliefs

A parent may remove his or her child temporarily from the classroom if a scheduled instructional activity conflicts with the parent's religious or moral beliefs. The parent must present or deliver to the teacher a written statement authorizing the removal of the child from the class or other school activity.

The removal cannot be for the purpose of avoiding 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 Purposes

Based on informal observations, evaluative data such as grades earned on assignments or tests, or results from diagnostic assessments, a teacher may determine that a student is in need of additional targeted assistance in order for the student to achieve mastery in state-developed essential knowledge and skills. The schools will always attempt to provide tutoring and strategies for test-taking in ways that prevent removal from other instruction as much as possible.

In accordance with state law and policy EC, 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. However, under the LTISD District of Innovation Plan, the district does allow for a waiver of the ten percent cap when a student's RTI/MTSS committee, 504 committee, ARD committee, language proficiency assessment committee (LPAC), Accelerated Learning committee, or attendance committee determines such intervention outside of the regular classroom is necessary and appropriate. Parents will receive notification of the type of support or intervention the student will be receiving.

Texas Education Code TEC §29.084 states that a district that provides tutorial services shall require a student whose grade in a subject for a grade reporting period is lower than the equivalent of 70 on a scale of 100 to attend tutorials.

Also refer to policies EC and EHBC, and contact your student's teacher with questions about any tutoring programs offered by the school.

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

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

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

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

STUDENTS WITH EXCEPTIONALITIES OR SPECIAL CIRCUMSTANCES

Children of Military Families

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

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

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

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

Parental Role in Certain Classroom and School Assignments

Multiple-Birth Siblings

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

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

School Safety Transfer/Assignment

On the request of a parent or other person with authority to act on behalf of a student who is a victim of bullying, a board or its designee shall transfer the victim to:

1. Another classroom at the campus to which the victim was assigned at the time the bullying occurred; or
2. A campus in the district other than the campus to which the victim was assigned at the time the bullying occurred.

The board or designee may transfer the student who engaged in bullying to:

1. Another classroom at the campus to which the victim was assigned at the time the bullying occurred; or
2. A campus in the district other than the campus to which the victim was assigned at the time the bullying occurred, in consultation with a parent or other person with authority to act on behalf of the student who engaged in bullying

Education Code 37.004 (Placement of Students with Disabilities) applies to a transfer under this provision of a student with a disability who receives special education services.

A board or designee shall verify that a student has been a victim of bullying before transferring the student. A board or designee may consider past student behavior when identifying a bully.

The determination by a board or designee is final and may not be appealed. The procedures set forth at Education Code 25.034 [see Petitions and Objections—Procedure, above] do not apply to a transfer under this provision.

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

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

The district will honor a parent's request for the transfer of his or her child to a safe public school in the district if the child attends a school identified by the Texas Education Agency as persistently dangerous or if the child has been a victim of a violent criminal offense while at school or on school grounds. [See policy FDE for more information.]

The board will honor a parent's request for the transfer of his or her child to another district campus if the child has been the victim of sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred prosecution/adjudication for the assault. In accordance with policy FDE, if the victim does not wish to transfer, the board will transfer the assailant.

Student Use of a Service/Assistance Animal

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

Students in the Conservatorship of the State (Foster Care)

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).

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 when a student only passes one half of a two-half course.

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

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

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

- Coordinate contact between the student and a liaison officer for students who were formerly in the conservatorship of the state.

Please contact Jennifer Garrigan, who has been designated as the district's foster care liaison, at 512-533-5940 with any questions.

Students Who Are 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.

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

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

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

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

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

For information on services for homeless students, contact the district's Liaison for Homeless Children and Youths, Jennifer Garrigan, Director of Counseling and Health Services, at 512-533-5940.

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

For those students who are having difficulty in the regular classroom, all school districts and open enrollment charter schools must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on the Multi-Tiered Systems of Support (MTSS) framework. The MTSS framework focuses on intervention best practices within the areas of academics, behavior, and social/emotional

support for the whole child. The implementation of MTSS has the potential to have a positive impact on the ability of districts and charter schools to meet the needs of all struggling students.

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

This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine if the student needs specific aids, accommodations, or services. A parent may request the district to consider an evaluation at any time, and the district will carefully review pertinent data and respond to the parent request within 15 school days.

Special Education Referrals

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

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

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

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

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

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

Contact Person for Special Education Referrals

The designated person to contact regarding options for a student experiencing learning

difficulties or regarding a referral for evaluation for special education services is

Jennifer Freeman
Executive Director of Special Services
607 Ranch Rd. 620 N.
Austin, TX 78734
512-533-6460
freemanj@ltisdschools.org

For questions regarding post-secondary transitions, including the transition from education to employment, for students receiving special education services, contact the district's transition and employment designee

Jennifer Freeman
Executive Director of Special Services
607 Ranch Rd. 620 N.
Austin, TX 78734
512-533-6460
freemanj@ltisdschools.org

Section 504 Referrals

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

Contact Person for Section 504 Referrals

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

Jennifer Freeman
Executive Director of Special Services
607 Ranch Rd. 620 N.
Austin, TX 78734
512-533-6460
freemanj@ltisdschools.org

Additional Information

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

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

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

In accordance with state law, the district will annually notify parents if their child receives assistance for learning difficulties. Details of such assistance can include intervention strategies.

This notice is not intended for those students already enrolled in a special education program.

Texas Driving with Disability Program

In accordance with state law, the district will provide notification of the Texas Driving with Disability Program to students who have a health condition or disability that may impede effective communication with a peace officer and receive special education or are covered by Section 504 of the Rehabilitation Act of 1973. This notification will be provided annually to an eligible student aged 16 years or older until the student's graduation or 21st birthday and to the student's parents.

The Texas Driving with Disability Program focuses on improving the interaction between law enforcement and drivers with disabilities that have unique communication needs.

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

If a student is receiving special education services at a campus outside his or her attendance zone, state law permits the parent or guardian to request that other students residing in the household be transferred to the same campus—if the grade level for the transferring student is offered on that campus. The student receiving special education services would be entitled to transportation; however, the district is not required to provide transportation to other children in the household. The parent or guardian should contact the school principal regarding transportation needs prior to requesting a transfer for other children in the home. [See policy FDB(LOCAL).]

Students with Physical or Mental Impairments Protected under Section 504

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

Students Who Speak a Primary Language Other than English

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

SECTION II: INFORMATION FOR STUDENTS AND PARENTS

Topics in this section of the handbook contain important information on academics, school activities, and school operations and requirements. Take a moment with your student to become familiar with the various issues addressed in this section. It is conveniently organized in alphabetical order to serve as a quick-reference when you or your child has a question about a

specific school-related issue. Should you be unable to find the information on a particular topic, please contact your student's campus principal.

ABSENCES/ATTENDANCE

Regular school attendance is essential for a student to make the most of his or her education to benefit from teacher-led and school activities, to build each day's learning on the previous day's, and to grow as an individual. Absences from class may result in serious disruption of a student's mastery of the instructional materials; therefore, the student and parent should make every effort to avoid unnecessary absences.

Two state laws, one dealing with the required presence of school-aged children in school (*e.g.*, compulsory attendance) and the other with how a student's attendance affects the award of a student's final grade or course credit are of special interest to students and parents. They are discussed below.

Compulsory Attendance

Prekindergarten and Kindergarten

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

Ages 6 through 18

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

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

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

Age 19 or Older

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

Compulsory Attendance - Exemptions

State law allows certain exemptions to the compulsory attendance requirements for the following types of activities or events, as long as the student makes up all work (if applicable) and presents the acceptable documentation. If the student meets these requirements, the student's absence will be considered exempt from compulsory attendance and the district will still receive funding for your student for the day(s). Note, however, that the student's absence may still impact the student's ability to receive credit for the grade/course. See the Attendance for Credit or Final Grade section below for further information related to the 90% rule.

Absence Reason	**Excused Absences**	**Acceptable Documentation**
Religious Holy Day	Observing religious holy days (including one day for travel to site and one day of travel from the site.) Church retreats, camps, mission trips and individual religious rites (baptisms, christenings, bar mitzvahs, etc.) are not considered holy days.	Must complete the district form for each day.
Medical Appointments	Attending a documented appointment with a healthcare professional licensed, certified, or registered to practice in the U.S. and includes an appointment of a student diagnosed with autism spectrum disorder with a healthcare practitioner to receive a generally recognized service for persons with that disorder. To be considered temporarily absent, the student must begin classes or return to class on the same day of the appointment. A consultation over the phone or via video (telemedicine) is considered an appointment with a healthcare professional.	Note from healthcare professionals that are licensed, certified, or registered to practice in the United States, must be signed, dated and include the student's name.
Medical Severe	Experiencing a serious or life-threatening illness or related treatment that makes attendance infeasible.	Detailed note from health care professional licensed, certified, or registered to practice in Texas that specifies the student's illness and diagnosis and the anticipated dates of the student's absence.

US Citizenship or Naturalization	Appearing at a governmental office to complete paperwork related to a student's application for US citizenship or taking part in a student's own US naturalization oath ceremony.	Documentation from the US Citizenship and Immigration Service Department stating that the absence was due to applying for citizenship or a copy of letter detailing the ceremony information.
College Visit	Visiting a college or university as a junior or senior (up to 2 days each year). Visit must be on an instructional school day for it to be counted as excused.	Documentation from college that student was present. Signed and dated by college officials. [See **College Days** for further information on the procedures.]
Career Investigation	Visiting a professional at that individual's workplace to determine the student's interest in pursuing a career in the professional's field as a junior or senior (up to 2 days each year).	Written documentation from the professional.
Election Clerk	Serving as an early voting clerk or an election clerk (up to 2 days in a school year)	Note from the election clerk.
Military Taps	Sounding TAPS at a military honor funeral held in Texas for a deceased veteran (grades 6-12)	Note provided by parent or a copy of the funeral program
School Activity	Participating in a school board approved activity that is under the direction of a professional staff member	Signed permission slip for approval to participate
Distinguished Achievement	Participating in mentorship approved by District personnel to serve as one or more of the advanced measures needed to complete the Distinguished Achievement Program	A signed note from the mentor sponsor stating that the student is participating in a mentorship program
Virtual School Network (TxVSN)	Enrolled full-time in Texas Virtual School Network (TxVSN). Students enrolled in one or more TxVSN courses but attend part of the day at a regular campus and not scheduled to be on campus during official attendance taking time should have their attendance taken during the part of the day they are on campus.	Enrollment and approval forms from TXVSN coordinator
Military Deployment	Parent, stepparent, or legal guardian	Copy of deployment order or other official military

	of uniformed services and is on leave from or is immediately returned from continuous deployment of at least 4 months outside the locality where the parent resides. (Up to 5 days a school year – no earlier than 60 days before deployment – no later than 30 days after the date of return from deployment).	documentation.
Required Court Appearance	Attending required court appearances (including one day of excused travel to the site and one day of excused travel returning from site). Absences to meet with probation officers and other absences related to court-ordered activities outside of the courtroom does not qualify (exception for students in conservatorship of DFPS)	Acceptable forms of documentation include a copy of a pleading or other document filed with the court, a notice from the court clerk regarding a hearing or trial date, a jury summons, or a subpoena.
DFPS Off Campus	Participating in an activity ordered by court or required by a service plan, for students in the conservatorship of DFPS. Including one day for travel to site and one day of travel from the site.	Documentation from DFPS of the required activity.
Military Enlistment	Pursuing enlistment in a branch of the U.S. armed services or Texas National Guard, for students 17 years of age or older (for up to 4 days)	Signed verification of attendance from a designee of the armed services or Texas National Guard within 5 days of absence(s).
Dual Credit	Attendance at an off-campus dual credit program course and not scheduled to be on campus during any part of the school day	Documentation of enrollment and attendance in the program by the official provider.
Worked Based Program	Attendance at an off-campus work-based learning opportunity and not scheduled to be on campus during any part of the school day	Documentation of enrollment and attendance in the program by the official provider.
Texas School for the Blind and Visually Impaired or Texas School for the Deaf	Attendance in a short-term class that is provided by the Texas School for the Blind and Visually Impaired (TSBVI) or the Texas School for the Deaf (TSD) at a location other than the student's campus (travel days not included)	Documentation of enrollment and attendance in the program by the official provider.
Extracurricular	Participation in UIL or other board-approved extracurricular activity and is under the direction of an Official professional staff member, adjunct staff member, or a paraprofessional staff member of the	A list of students participating and are marked present by the professional staff member, adjunct staff member, or a paraprofessional staff

	district.	member of the district.
Obtaining a DL or Learners Permit	The student must be enrolled in high school and 15 years of age or older. Misses school for the purpose of visiting a driver's license office to obtain a driver's license or learner permit. 2 days Max – 1 for driver's license and 1 for learner permit.	Proof of visit such as a receipt of payment with the date.

Other Absences

The district allows for certain other temporary absences if the student presents the acceptable documentation. Acceptable documentation must be provided to the campus within 3 days after the student returns to school. If the student meets these requirements, the student will be counted absent but the absences will be considered excused for purposes of compulsory attendance. The district, however, will not receive funding for your child for these missed days of school. Note, however, that the student's absence may still impact the student's ability to receive credit for the grade/course. See the Attendance for Credit or Final Grade section below for further information related to the 90% rule.

Other Absences	**Acceptable Documentation**
Personal Illness	Note provided by parent. A student absent for more than 5 consecutive days must bring a note from the doctor's office verifying the illness or condition that caused the student's extended absence. For more information about student illness during the school day, see **Health - Physical and Mental** section. If a student has established 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 causing the absence to determine whether an absence will be excused or unexcused.
Family Emergency (*e.g.*, severe illness or death of immediate family)	Note provided by parent
Weather or road conditions making travel dangerous - Must be approved by the campus Principal	Note provided by parent (with principal approval)
Participating in early and periodic screening, diagnosis and treatment program by TDHS and Medicaid eligible	Note from TDHS or the person providing services that is signed and dated

Documentation After an Absence

In the event that a student knows in advance that he/she must be absent, the parent or student should notify the attendance office and the student's teacher(s).

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

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

Acceptable documentation must be provided to the campus within 3 days after the absence. An absence from school with consent of the parent for any reason other than those listed above may be considered an unexcused absence.

Walk-ups for student checkouts are not accepted 30 minutes before dismissal. With prior notification, students will be released at the time requested by the parent. All absences will be coded as unexcused until acceptable documentation, as listed in previous charts, is received. All documentation must be provided to the campus within 3 days after the absence.

For **elementary campuses**, absences should be reported in the district's SMART Tag absence management system. Or, notes from parents may be emailed from the parent's email address to the school's campus attendance office. Notes signed by students, even with the parent's permissions, will not be accepted unless the student is age 18 or older or is an emancipated minor under state law.

For **secondary campuses**, absences should be reported in Skyward Family Access. Documentation for absences should also be uploaded to Skyward Family Access or emailed from the parent's email address to the campus attendance office. Notes signed by students, even with the parent's permission, will not be accepted unless the student is age 18 or older or is an emancipated minor under state law.

Compulsory Attendance - Failure to Comply

All Grade Levels

School employees must investigate and report violations of the state 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 committee 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 through 18

When a student ages 6 through 18 incurs unexcused absences for three or more days or parts of days within a four-week period, the school will send a notice to the student's parent, as required by law, to remind the parent that it is the parent's duty to monitor the student's attendance and to require the student to come to school. The notice will also inform the parent that the district

will initiate truancy prevention measures and request a conference between school administrators and the parent. These measures will include a behavior improvement plan, school-based community service, or referrals to either in-school or out-of-school counseling or other social services. Any other measures considered appropriate by the district will also be initiated.

The truancy prevention facilitator for the district is the Director of Quality Assurance, 512-533-6165. If you have questions about your student and the effect of his or her absences from school, please contact your campus administrator.

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

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

Age 19 or Older

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

Attendance for Credit or Final Grade (K-12)

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

If a student attends less than 75 percent of the days a class is offered or has failed to successfully complete the plan approved by the principal, then the student, parent, or a representative may submit a written petition to the campus attendance committee requesting award of credit or a final grade. Petitions for credit or a final grade may be filed at any time the student receives notice but, in any event, no later than 30 days after the last day of classes. The attendance committee shall review the student's entire attendance record and the reasons for absences and shall determine whether to award credit or a final grade.

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

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

Except for absences due to serious or life-threatening illness or related treatment, all absences, whether excused or unexcused, must be considered in determining whether a student has attended the required percentage of days for purposes of receiving credit or a final grade. In determining whether there were extenuating circumstances for the absences, the attendance committee shall consider:

- Whether the student has mastered the essential knowledge and skills and maintained passing grades in the course or subject.
- If makeup work is completed satisfactorily, extracurricular absences or other excused absences listed under Compulsory Attendance-Exemptions will be considered days of attendance for purposes of attendance for credit or the award of a final grade.
- Whether the reasons for the absences were out of the parent's or student's control and whether documentation for the absence is acceptable.
- Any information presented by the student or parent to the committee about the absences.

The campus attendance committee shall consider the student's unique circumstances and, if necessary, shall implement conditions for awarding credit or a final grade that permit the student to meet the instructional requirements of the class rather than assigning a student to attend a specified program for an amount of time equivalent to the student's absences. Conditions may include:

- Maintaining attendance standards for the rest of the semester.
- Completing additional assignments, as specified by the committee or teacher.
- Attending tutorial sessions as scheduled.
- Completing other instructional programs, as specified by the committee.
- Taking an examination to earn credit [see EHDB];

In all cases, the student must earn a passing grade in order to receive credit.

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

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

Attendance letters and notifications will be sent to parents via electronic mail through the district's Skyward Family Access portal. Parents must enable the appropriate notifications in Skyward Family Access to ensure receipt of this information. Additional communication may come directly from campus staff via electronic mail.

Official Attendance-Taking Time

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

Official attendance at the **elementary schools** will be taken at **10:00 am.**

Official attendance at the **middle schools** will be taken at **10:00 am**.

Official attendance at the **high school** will be taken at **10:45 a.m.**

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

Make-Up Hours

Students who are denied credits or have not received a final grade for a course due to excessive absences will be provided the opportunity to make up the absences in accordance with campus procedures. Attendance hours must be made-up within 20 weekdays beyond the last day of instruction for the semester in which credit will be granted.

Extracurricular and UIL Absences

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

TARDINESS

Each student should enter the classroom ready to begin work before the tardy bell rings. The orderly conduct of class activity is predicated upon the prompt and precise beginning of the program. Tardiness or early release hinders the proper conduct of such activity, imposes a distraction that leads to a loss of instructional time for students properly in attendance. Tardies or early sign-outs may be considered absences for compulsory attendance purposes and can be considered truancy in accordance with the standards set by state law.

Elementary School

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

Middle School

A warning bell will ring at 8:45 a.m. and the school start bell will ring and instruction begins at 8:50 a.m. Students who are not in their class at 8:50 a.m. will be considered tardy. The student should present his or her tardy pass to the teacher upon entering the classroom.

If a student misses less than 10 minutes of a class period, the student will be counted tardy. If a student misses 10 minutes or more of a class period, the student will be counted absent for the entire class period.

High School

A warning bell will ring at 8:40 a.m. and the school start bell will ring and instruction begins at 8:50 a.m. Students who are not in their class at 8:50 a.m. will be considered tardy. If a student misses less than 10 minutes of a class period, the student will be counted tardy. If a student misses 10 minutes or more of a class period, the student will be counted absent for the entire period. A student who is tardy to class may be subject to disciplinary action.

ACCOUNTABILITY UNDER STATE AND FEDERAL LAW

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

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

This information can be found on the district's State Accountability webpage. Hard copies of any reports are available upon request to the district's administration office.

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

ALTERNATING BLOCK SCHEDULE - GRADES 9-12

Lake Travis High School will operate on an alternating block format with four class meetings every other day. Four grading periods comprise the school year. (See **Grades** for more information regarding the grading system on this schedule.) Most courses will meet every other day, all year (approximately 36 weeks). If a course is "double-blocked" it will meet every day, all year, and will consume two of the eight total blocks.

The student calendar will be divided between "A" days and "B" days. These days will alternate every school day so that if a school week ends on an "A" day, the next school week will start on a "B" day. Non- school days including weekends and holidays are not designated as an "A" or "B" day, so if a school week ends on a "B" day with a holiday the following Monday, the next school day (Tuesday) would be an "A" day. Please see the LTHS Bell Schedule on the high school's website for more information.

ANNOUNCEMENTS

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

ARMED SERVICES VOCATIONAL APTITUDE BATTERY TEST - 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. Please contact your counselor for more information about this opportunity.

BULLYING

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 reports, and investigating and addressing reported bullying incidents.

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

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

Bullying includes cyberbullying. Cyberbullying is defined by Section 37.0832 of the Education Code as bullying that is done 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, or any other Internet-based communication tool.

The district is required to adopt policies and procedures regarding:

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

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

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

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 the results of an investigation indicate that bullying has occurred, the administration will take appropriate disciplinary action and may notify law enforcement in certain circumstances. Disciplinary or other action may be taken even if the conduct did not meet the definition 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 the bullying behaviors.

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

A copy of the district's policy is available in the principal's office, superintendent's office, and on the district's website, and is included at the end of this handbook in the form of an appendix. Procedures related to reporting allegations of bullying may also be found on the district's website.

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

CAREER AND TECHNICAL EDUCATION (CTE) AND OTHER WORK-BASED PROGRAMS

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

The district offers other work-based programs in the following areas: CareerPrep and practicums in Agriculture, Food & Natural Resources; Architecture & Construction; Arts, A/V Technology & Communications; Business, Marketing, and Finance; Education and Training; Engineering; Health Science; Hospitality and Tourism; Information Technology; Law and Public Service; and Manufacturing.

Admission and enrollment to these programs is based on student interest and completion of any identified prerequisites. More information on these programs can be found in the LTHS Practicum & Career Prep Handbook.

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

District policy also prohibits discrimination on the basis of race, color, national origin, gender, sex, handicap, or age 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 assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

For information about your rights or grievance procedures, contact

Title IX Coordinator
Tasha Barker
Assistant Superintendent of Organizational Services & Title IX Coordinator
3322 Ranch Road 620 S.
Austin, TX 78738
512-533-6036
watersbarkert@ltisdschools.org

504 Coordinators
For Students:
Jennifer Freeman
Executive Director of Special Services
607 Ranch Rd. 620 N.
Austin, TX 78734
512-533-6460
freemanj@ltisdschools.org

For Employees:
Susan Fambrough
Assistant Superintendent for Human Resources
3322 Ranch Road 620 S.
Austin, TX 78738
512-533-6024
fambroughs@ltisdschools.org

CAVS IN SERVICE

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

CAVS WHO CARE TIP LINE

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

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

CELEBRATIONS

Birthday Recognition

Birthdays are no longer celebrated in the classroom with food. Some schools may choose to participate in a Birthday Treat coupon program. If your student's school elects to participate, your student will receive a birthday coupon on their birthday to redeem for a treat in the cafeteria. Additionally, parents should not provide or send to school any type of party favor to be delivered or distributed to other students.

Family members are welcome to join their child for lunch, space permitting, after the first two weeks of school in accordance with the procedures found in the Lunch section in this handbook. Parents may bring meals to their own child but may not provide food items to other children at the school under any circumstances, in accordance with the district wellness guidelines and Food Allergy Management Plan.

For students whose birthdays occur on a non-instructional day, they will receive their coupon on another instructional day.

Classroom Parties

Elementary schools are allowed up to 6 exemption days per school year where the USDA Smart Snacks in Schools Guidelines do not have to be followed. Elementary schools will designate these exemption days and class parties will correspond with these exemption days. These parties should be planned for no longer than an hour during the day. They will be coordinated through the grade level teacher or the room parent. Parties are planned for the students in the classes to enjoy their classmates and teacher. Parents and guardians are welcome to attend parties as planned by the homeroom teacher and the room parent. Older or younger siblings should not be allowed to attend class parties. **Students may not be released from another class to attend a sibling's classroom parties.**

Students must be in attendance for at least half the day or have a doctor's note to return to school to attend a classroom party.

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

In accordance with the district's wellness policy and regulation, the following requirements must be followed for elementary classroom parties:

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

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

- Food brought into the classroom must be store-bought or purchased from LTISD Food & Nutrition Services. Other than fruits and vegetables, food must be delivered to the classroom in the original packaging, when possible. For bulk snack items, listed ingredients must be submitted to the classroom teacher or other staff for review.
- Teachers and/or staff assigned to the classroom will monitor the food brought in by students/parents for the identified allergen. Students/parents will not be allowed to bring in food with the identified allergen listed as an ingredient.
- **NOTE**: Individual classrooms may have other protocols and procedures in place with regard to food in the classroom based on the individual needs of students. Any additional protocols or procedures will be communicated to parents as necessary.

Deliveries of flowers, balloons, and gifts, etc. for students will not be accepted and will not be allowed to classrooms, not even for special occasions like holiday parties, birthdays, etc. (See Messages and Deliveries section of this handbook.)"

CELL PHONES, CAMERAS, AND OTHER PERSONAL ELECTRONIC DEVICES

Smart Devices

About House Bill 1481

Beginning this school year, House Bill 1481 requires all Texas school districts to prohibit student use of personal communication devices during the instructional day. The law defines personal communication devices to include:

- Cell phones (smartphones and flip phones)
- Smartwatches and smart accessories (such as Apple Watches, Fitbits, smart rings, and glasses)
- Personal laptops and tablets
- Gaming systems with messaging capabilities
- Pagers and radios
- Any device capable of digital communication

This legislation aims to reduce distractions, safeguard student privacy, and enhance the overall learning environment.

Enhance Focus on Learning: Restricting the use of smart devices will minimize distractions in the classroom, allowing students to fully engage with their lessons and participate actively in discussions and activities. This uninterrupted focus is crucial for academic success.

Prevent Bullying: By limiting access to devices during instructional hours, schools can effectively deter opportunities for cyberbullying and other negative student behaviors.

Improve Social Interaction: Encouraging face-to-face interactions among students will help them develop essential social skills such as effective communication, empathy, and teamwork. These skills are vital for personal growth and future success.

Promote Physical Activity: Without the temptation of cell phones and wearable technology, students are more likely to participate in physical activities during recess and lunch breaks. This not only promotes a healthy lifestyle but also helps improve concentration and behavior in the classroom.

Support Digital Wellness: By reducing screen time during the school day, we aim to promote a healthier balance between online and offline activities. This is essential for students' mental and emotional well-being.

Implementation and Consequences

The implementation of this policy seeks to nurture smart kids, not smart devices. To ensure compliance with the new policy, we will implement appropriate consequences for any violations. These include:

- First Offense: Smart device will be confiscated; the student may pick up the device at the end of the school day.
- Second Offense: Smart device will be confiscated; parents may pick up the device at the end of the school day.
- Third Offense: School consequences in accordance with the enforcement of campus rules

Family Contact Information

We recognize that smart devices are often used by parents and students for important communication. In the event that you need to contact your student, parents can always reach the school office, and we will ensure that messages are relayed to your child.

Safe Use of Technology

The district is committed to ensuring that students use technology safely and will follow all federal and state requirements to protect students from excessive data collection or materials that are considered harmful to minors. The district considers parents as partners in cybersecurity and online safety.

In accordance with state and federal law, the district will:

- Install a filter that blocks and prohibits pornographic or obscene materials or applications, including from unsolicited pop-ups, installations, and downloads, before transferring an electronic device to a student to be used for an educational purpose
- Block or filter students' internet access to pictures that are obscene, contain child pornography, or have been determined to be harmful to minors in accordance with the Children's Internet Protection Act (CIPA)
- Require direct and informed parental consent for a student's use of software, other than software excluded from the consent requirement by law [See Required State Testing and Standardized Testing.]
- Require direct and informed parental consent for a student's use of software that conducts mental health assessments or other assessments unrelated to education curricula that are intended to collect information about students [See Consent to

Conduct a Psychological Evaluation.]

If you want to know more about partnering with the district regarding cybersecurity and online safety, or if you have complaints or concerns about student use of electronic devices, please contact the Executive Director of Technology.

A student is required to utilize his/her district-issued electronic device for on-campus instructional purposes, unless use of a personal device is approved by the appropriate teacher or administrator. Included in this handbook are the district's Acceptable Use Policy (AUP) (Appendix A) and the LTISD Chromebook Handbook (Appendix B). Receipt and acknowledgement of this handbook constitutes acknowledgement and understanding of these additional documents.

The District prohibits unauthorized audio or visual recordings or transmission of audio or visual recordings of other students or staff. [See Policy FNCE (LOCAL)]. Parents and/or students should refrain from taking pictures of other students while at school or a school-related activity.

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

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

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

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

CERTIFICATIONS AND LICENSURES

Several Career and Technical Education (CTE) courses offer industry standard certifications and licensures that students may take examinations to obtain. For more information, please contact the CTE teacher or the Director of CTE and Advanced Academics at 512-533-5777.

CHANGE OF ADDRESS OR PHONE NUMBER

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

CHEATING

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

Middle School Consequences

Consequences for cheating in the middle school are as follows:

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

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

High School Consequences

Please see the Lake Travis High School Honor Code. Students in middle school taking courses for high school credit will be subject to the high school honor code.

CHILD SEXUAL ABUSE, NEGLECT, TRAFFICKING, AND OTHER MALTREATMENT OF CHILDREN

The district has established a plan for addressing child abuse, neglect, trafficking, and other maltreatment of children, which includes annual all staff training and training of all substitutes, additional training for counseling staff, campus based social workers and school nurses on identifying and responding to sex trafficking, and the use of child abuse posters on campuses to increase awareness for students and staff. Abuse includes physical abuse, including sexual abuse, and psychological and emotional abuse. Trafficking includes both sex and labor trafficking.

Possible Warning Signs of Child Abuse, Neglect, Trafficking, and Other Maltreatment of Children

Physical Abuse

Possible warning signs of physical abuse include:

- Frequent injuries such as bruises, cuts, black eyes, or burns without adequate explanations
- Frequent complaints of pain without apparent injury
- Burns or bruises in unusual patterns that may indicate the use of an instrument or human bite; cigarette burns on any part of the body
- Lack of reaction to pain
- Extreme fear of going home or seeing parents
- Injuries that appear after a child has not been seen for several days

- Unseasonable clothing that may hide injuries to arms or legs

Sexual Abuse

Possible warning signs of sexual abuse include:

- Physical signs of sexually transmitted diseases
- Evidence of injury to the genital area
- Pregnancy in a young girl
- Difficulty in sitting or walking
- Extreme fear of being alone with adults of a certain sex
- Sexual comments, behaviors, or play beyond what is considered age-appropriate behavior
- Knowledge of sexual relations beyond what is expected for a child's age
- Sexual victimization of other children

Emotional Abuse

Possible warning signs of emotional abuse include:

- Over-compliance or low self-esteem caused by scapegoating or verbal abuse by caregivers
- Severe depression, anxiety, or aggression
- Lag in physical, emotional, and intellectual development
- Indicators of a caregiver who belittles the child, withholds love, and seems unconcerned about the child's problems
- Significant changes to behavior, such as withdrawal or over-aggression
- Significant changes to weight, such as substantial weight gain or weight loss.

Neglect

Possible warning signs of neglect include:

- Obvious malnourishment
- Consistent lack of personal hygiene that poses a health risk
- Stealing or begging for food
- Child unattended for long periods of time
- Unaddressed need for dental care or other medical attention

Children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels) and Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking]

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.

Any campus or district staff member 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
- 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**; see also **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking**]

Description and Warning Signs of Trafficking

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

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

Possible warning signs of sexual trafficking in children include:

- Changes in school attendance, habits, friend groups, vocabulary, demeanor, and attitude;
- Sudden appearance of expensive items (for example, manicures, designer clothes, purses, technology);
- Tattoos or branding;
- Refillable gift cards;
- Frequent runaway episodes;
- Multiple phones or social media accounts;
- Provocative pictures posted online or stored on the phone;
- Unexplained injuries;
- Isolation from family, friends, and community; and
- Older 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;
- Owing a large debt and being unable to pay it off;
- Not being allowed breaks at work or being subjected to excessively long work hours;
- Being overly concerned with pleasing an employer and/or deferring personal or educational decisions to a boss;
- Not being in control of his or her own money;
- Living with an employer or having an employer listed as a student's caregiver; and
- A desire to quit a job but not being allowed to do so.

[See **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking**]

Reporting and Responding to Child Abuse, Neglect, Trafficking, and Other Maltreatment of Children

A child who has experienced any type of abuse or neglect should be encouraged to seek out a parent or trusted adult. Children may be reluctant to disclose abuse 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 abuse, neglect, trafficking, or other maltreatment, the school counselor, social worker, or principal will provide information on counseling options for you and your child available in your area. 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
- TAASA - A Resource Guide for Survivors of Sexual Assault in Texas
- National Center of Safe Supportive Learning Environments: Child Labor Trafficking

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

Per Board policy EIC(Local), in the calculation of class rank, the district only includes semester grades earned in high school credit courses taken in grades 9-12, except for those courses excluded below. The calculation will include failing grades.

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

- Physical education through District-approved private or commercially sponsored physical activities (PE waivers);
- Distance learning courses;
- Dual credit courses;
- Credit recovery courses taken through an online program;
- Courses for which students have previously received credit;
- Summer school courses taken for original credit without prior instruction;
- Local credit courses;

- Pass/fail courses; and
- Credit by examination, with or without prior instruction.

Beginning with the graduating class of 2029, the calculation of class rank shall also exclude grades earned in District-identified courses taken on a GPA exempt basis, which shall be limited to third and fourth-year elective courses that encourage special talents and interests. The District-identified courses shall be designated annually in the high school course catalog. A student shall be eligible to take exempt District-identified courses in accordance with administrative regulations.

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

Category	**Weight**
Regular	Multiplied by 1.0
Honors (including eligible Pre-AP and Honors courses)	Multiplied by 1.1
Advanced (including eligible AP and Advanced Honors courses)	Multiplied by 1.2

The district will record unweighted numerical grades on student transcripts.

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

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

For further information, see policy EIC (LOCAL).

COLLEGE AND UNIVERSITY ADMISSIONS AND FINANCIAL AID

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

- Completes the distinguished level of achievement under the [see 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 25 percent of a graduating class, the provisions above will also apply to a student ranked in the top 25 percent of his or her class.

The University of Texas at Austin may limit the number of automatically admitted students to 75 percent of the University's enrollment capacity for incoming resident freshmen. Currently, the University will admit the top five percent of a high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process. TEA Website addressing The University of Texas at Austin Automatic Admissions policy update.

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

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

COLLEGE CREDIT COURSES - GRADES 9-12

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

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

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

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 high school counselor for more information.

A student may be eligible for subsidies based on financial need for AP or IB exam fees.

It is important to keep in mind that not all colleges and universities accept credit earned in all dual credit, dual enrollment, or AP courses taken in high school for college credit. Students and

parents should check with the prospective college or university to determine if a particular course will count toward the student's desired degree plan.

COLLEGE DAYS - GRADES 11-12

A junior or senior student's absence of up to two days related to visiting a college or university will be considered an exemption to compulsory attendance, provided the student follows the campus procedures to verify such a visit and makes up any work missed. College days may not be taken during semester exams, or in conjunction with Thanksgiving, Winter Break, Spring Break, or Easter Holidays. Written documentation from the University/College admissions office must be provided to the attendance office upon return to campus.

COMMUNICATIONS

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. Updates to parent contact information in your child's Skyward Family Access account will satisfy the "in writing" requirement.

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 purpose may include early dismissal or delayed opening because of severe weather or another emergency, or if the campus must restrict access due to a security threat. It is crucial to notify your child's school when a phone number previously provided to the district has changed. Please see **Emergency/Crisis Communication** in this handbook for information regarding contact with parents during an emergency situation.

Non Emergency Communications

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

COMPLAINTS AND CONCERNS

Usually student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal. The district encourages informal resolution of concerns or complaints.

For those complaints and concerns that cannot be resolved informally, the board has adopted a Student and Parent Complaints/Grievances policy at FNG (LOCAL). The complaint forms can be accessed by contacting the Superintendent's office at 512-533-6020.

To file a complaint a parent or student should complete and submit the complaint form to the Superintendent's office. The written complaint form must be submitted in a timely manner in accordance with the timeline established in the FNG (LOCAL) policy.

COMPUTER AND TECHNOLOGY SYSTEMS USE/INTERNET ACCESS

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

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

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

Acceptable Use of Technology Resources

District-owned technology resources may be issued to individual students for instructional purposes. Use of the district's network systems and equipment is restricted to approved purposes only.

As part of the annual back-to-school updates "Returning Student Verification" completed by families online, a Chromebook agreement page is included in the Beginning of School Packet and new student enrollment process. This page contains the District's Acceptable Use Policy as well as information on the families' responsibility for Chromebook care and repair costs. Once completed, these forms can be reviewed in Skyward Family Access.

By failing to complete the necessary forms, the parent or guardian hereby acknowledges and agrees to assume full financial responsibility for any technology device assigned to their student(s) as a result of their enrollment in or attendance at LTISD schools. Accordingly, they

shall be liable for all costs associated with the repair or replacement of the device.

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

Acceptable Use of Artificial Intelligence (AI)

The following guidelines, in alignment with the district AUP, outline the acceptable use of artificial intelligence (AI) tools and technologies by students. Violations of these guidelines may be subject to disciplinary action.

1. **Academic Integrity** - AI is not a substitute for schoolwork that requires original thought. Students may not claim AI generated content as their own work. Students are expected to give credit to the source or acknowledge the AI tool they used to generate content, similar to how they would cite a source in a traditional research paper or project.

2. **Class Use** - Students may use Artificial Intelligence(AI)/Natural Language Processing tools(NLP) tools if they receive prior written or digital consent from their teacher and if they use these tools ethically and responsibly. Authorization must be documented and transparent to students and parents. Teachers have the discretion to authorize AI/NLP tools for educational purposes, taking into account technology protection measures, terms of use, and privacy policies.

   The use of AI to take tests, complete assignments, create multimedia projects, write papers, or complete schoolwork must align with your teacher's syllabus for using AI. If you have any questions about appropriate use, please talk with your teacher.

3. **Bullying & Harassment** - Do not use AI to engage in any form of bullying, harassment, discrimination, or other behavior that may be harmful to others. Examples include but are not limited to creation and/or modification of images, video, audio, or text.

4. **Bias & Inaccuracy** - AI results may generate inaccurate or biased results. It is your responsibility to check your results for relevance and accuracy.

5. **Privacy** - Protect the privacy and security of personal information.

LTISD reserves the right to monitor and investigate student use of generative AI tools on LTISD systems to ensure compliance with the AUP, LTISD Student Code of Conduct, and Student Handbook.

Unacceptable and Inappropriate Use of Technology Resources

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

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as "sexting," will be disciplined according to the Student Code of Conduct, may be required to complete an

educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement.

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

In 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.

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

CONDUCT

Discipline Management Philosophy

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

Applicability of School Rules

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

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

Campus Behavior Coordinator

By law, each campus has one or more campus behavior coordinator(s) to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. The Assistant Principal(s) at each campus serve as the campus behavior coordinator(s).

Disruptions of School Operations

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

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

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

- Making loud noises;
- Trying to entice a student away from, or to prevent a student from attending, a required class or activity; and
- Entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct.

Interference with the transportation of students in vehicles owned or operated by the district is also considered a disruption.

Social Events

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

CONFERENCE PERIODS/PARENTS CONFERENCES

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

Appointments must be made for conferences or meetings with teachers. Virtual meetings will continue to be offered as an option for parents.

COUNSELING SERVICES

The district has a comprehensive school counseling program that includes:

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

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

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

The school counselor is available to assist students with a wide range of personal, social, and family concerns, including emotional or mental health issues and substance abuse. A student who wishes to meet with the school counselor should fill out a request available in the campus counseling office. As a parent, if you are concerned about your child's mental or emotional health, please speak with the school counselor or you can access the Counseling and Health Services website for the LTISD Community Resource Directory for a list of community resources. LTISD Counseling and Health Services website.

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

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

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

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

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

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

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

COURSE CREDIT

A student at any grade level enrolled in a high school course will earn credit for courses for high school graduation in .5 increments. A student will earn credit for courses for high school graduation only if the student receives a grade which is the equivalent of 70 or higher on a scale of 100, based upon the essential knowledge and skills of each course.

Partial Credit

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

Transfer of Credit

Course Credit from an Accredited Public School in Texas

Credit toward state graduation requirements earned in an accredited public school district, including credits earned in accredited summer school programs, in Texas shall be transferable and recognized by the district. Credits earned in local credit courses may be transferred at the district's discretion.

Course Credit from Other Accredited or Non-Accredited Schools

Before recognizing credit in a course earned in an accredited nonpublic school, an accredited school outside of Texas, or a nonaccredited school (including homeschool), appropriate personnel shall evaluate a student's records and transcript. The district may require the student to demonstrate mastery of the content or use alternative methods to verify course content for the award of credit.

Transition Assistance for Students Identified as Homeless or in Substitute Care

In accordance with law, when a student who is identified as homeless or in substitute care enrolls in the district, the district shall assess the student's available records and other relevant information to determine transfer of credit for subjects and courses taken prior to enrollment. Additional procedures regarding enrollment and educational placement of students who are homeless or in substitute care can be found in FFC (LEGAL).

Determination of Grades

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

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

IB Grade	% Range	Description
7	96-100	Excellent
6	90-95	Very Good
5	80-89	Good
4	70-79	Satisfactory
3	60-69	Mediocre
2	50-59	Poor
1	50	Very Poor

If the educational institution does not provide a numerical grade, LTHS shall assign the following numerical grades for letter grades:

Letter Grade Conversion Table

A+ = 98	A = 95	A- = 92	A = 4.0
B+ = 88	B = 85	B- = 82	B = 3.0
C+ = 78	C = 75	C- = 72	C = 2.0
D+ = 68	D = 65	D- = 62	D = 1.0

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

Course Credit for Dual Credit Courses

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

Course Credit for Dual Enrollment Courses (OnRamps)

OnRamps dual-enrollment courses offer the opportunity for high school students to earn high school credit from Lake Travis High School and the opportunity to earn college credits from The University of Texas at Austin through a distance education course. Through this dual enrollment program, students enroll at Lake Travis High School in a semester- or year-long course taught by a high school teacher. The high school teacher evaluates student progress and assigns grades in accordance with the course standards. The student receives high school credit

in the same way a student receives credit for any other high school course. The student's high school grade will be recorded on his/her high Lake Travis High School transcript. OnRamps courses will be categorized and weighted as an Advanced course.

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

Course Credit for Summer School Courses

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

High School Courses Taken in Middle School

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

Transcript Assessment

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

The school registrar may seek assistance from the Associate Principal and/or the building principal in a transcript assessment.

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

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

A student who has previously taken a course or subject—but did not receive credit or a final grade for it—may, in circumstances determined by the principal or attendance committee, be

permitted to earn credit or a final grade by passing an examination approved by the district's board of trustees on the essential knowledge and skills defined for that course or subject. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences or coursework by a student transferring from a non-accredited school. The opportunity to take an examination to earn credit for a course or to be awarded a final grade in a subject after the student has had prior instruction is sometimes referred to as "credit recovery."

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

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.

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

Tests shall be administered according to procedures approved by the Superintendent or designee. [See policy EHDB.] Families are responsible for ordering and payment of these exams. Contact your counselor for more information.

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

Grades 1—5

A student in grades 1-5 will be eligible to accelerate to the next grade level and has had no prior instruction (*i.e.*, for advancement or to accelerate to the next grade level), if the student meets all of the following requirements: the student scores at least 80 on each examination in the subject areas of language arts, 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. A student may attempt a specific examination only once. Science and Social Studies are administered first prior to ordering Math and Language Arts assessments. Contact the campus administrator/counselor for more information. The district shall not charge for an examination for acceleration. The district administers and recognizes results of a test purchased from the University of Texas at Austin.

If a student plans to take an examination to advance a grade level, the parent must contact the campus to arrange for testing. This is usually done in the spring/summer prior to the school year starting. It is not best practice to accelerate once school has begun.

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

Kindergarten Acceleration

Lake Travis ISD believes that great care should be taken with student acceleration at this early grade. Students will not be accelerated prior to the beginning of the school year. The kindergarten program in Lake Travis ISD is designed to accommodate student needs for acceleration within the kindergarten classroom. It is, therefore, the philosophy of Lake Travis ISD to accelerate only students who cannot be effectively served through district programs at their current grade level. At this early grade level, the district will require the student to

demonstrate performance well above average for first grade, so that a student's success in that grade level can be assured.

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

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

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

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

Grades 6-12

A student will be permitted to take an examination to earn credit for an academic course or subject area for which the student has had no prior instruction (*i.e.*, for advancement or to accelerate to the next grade level). The dates on which examinations are scheduled/ordered will be published in appropriate district publications and on the district's website. The only exceptions to the published dates will be for any examinations administered by another entity besides the district or if a request is made outside of these time frames by a student experiencing

homelessness or by a student involved in the foster care system. During each testing window provided by the district, a student may attempt a specific examination only once.

The district shall not charge for an examination for acceleration on the published dates or alternate dates. The district administers and recognizes results of a test purchased from the University of Texas at Austin and Avant Assessments (LOTE).

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

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

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

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

CREDIT RECOVERY

Other credit recovery programs may be made available for students who are behind in credit accrual as long as the student was present for at least 75% of the course during the school year. Credit recovery is a computer-based recovery program and determined on an as needed basis. Please see a counselor for more information on credit recovery guidelines. Credit recovery is also available during summer school.

DANCES/SOCIAL EVENTS - GRADES 6-8

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

Students not in attendance during the school day, in ISS during the school day, in DAEP, suspended, or expelled from school are prohibited from attending dances or parties. Students

who are in ISS, in DAEP, suspended, or expelled are prohibited from attending dances or parties until the term of the discipline consequence is completed.

DETENTION HALL

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

DISCRIMINATION, HARASSMENT, RETALIATION, AND DATING VIOLENCE

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

The board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person's race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law. A copy of the district's policy is available in the Superintendent's office and on the district's Board Policy Website. [See policy FFH series.]

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

Examples of dating violence against a student may include, but are not limited to, physical or sexual assaults, name-calling, put-downs, threats to hurt the student or the student's family members or members of the student's household, destroying property belonging to the student, threats to commit suicide or homicide if the student ends the relationship, attempts to isolate

the student from friends and family, stalking, or encouraging others to engage in these behaviors.

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.

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

[See **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking**]

Discrimination

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

Harassment

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

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

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

Sexual Harassment and Gender-Based Harassment

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

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

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

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

Pregnancy or Related Conditions

The district does not discriminate on the basis of pregnancy or a related condition.

Please contact the Director of Counseling and Health Services, Jennifer Garrigan, at 512-533-5940 for pregnancy related services and/or accommodations.

Retaliation

Retaliation against a person who makes a report of discrimination or harassment, including dating violence, is prohibited. Retaliation against a person who is participating in an investigation of alleged discrimination or harassment is also prohibited.

Reporting Procedures

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

Upon receiving a report of prohibited conduct as defined by FFH series of policies, the district will determine whether the allegations, if proven, would constitute prohibited conduct as defined by that policy. If not, the district will refer to policy FFI to determine if the allegations, if proven, would constitute bullying, as defined by law and that policy. If the alleged prohibited conduct, if proven, would constitute prohibited conduct and would also be considered bullying as defined by law and policy FFI, an investigation of bullying will also be conducted.

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

Investigation of Report

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

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

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

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

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

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

DISTANCE LEARNING

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

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

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

Texas Virtual School Network (TXVSN)

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

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

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

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

DISTRIBUTION OF LITERATURE, PUBLISHED MATERIALS, OR OTHER DOCUMENTS

School Materials

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

Flyers are distributed electronically through Peachjar, a flier management system that sends district- and school-approved digital flyers to parents via email. Peachjar flyers are also posted to school websites.

The school yearbook can be pre-purchased throughout the year for all interested students. The yearbooks will be delivered in May/June.

Non-School Materials from Students

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

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

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

Non-School Materials from Others

Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials not sponsored by the district or by a district-affiliated school-support

organization will not be sold, circulated, distributed, or posted on any district premises by any district employee or by persons or groups not associated with the district, except as permitted by policy GKDA. To be considered for distribution, any non-school material must meet the limitations on content established in the policy and guidelines established by the district for distribution, as applicable. The name of the sponsoring person or organization must be submitted to the Director of Corporate Relations/Lake Travis Education Foundation for prior review and consideration. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies at DGBA or GF.]

Prior review will not be required for:

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

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

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

DRESS AND GROOMING CODE

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

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

General

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

All clothing must be appropriately sized and should not expose one's undergarments, chest, midriff, or buttocks.

Fabrics covering all private parts must not be seen through.

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

Clothing must be suitable for all secondary scheduled classroom activities including physical education, science labs, CTE courses, and other activities where unique hazards exist.

Wearing the school-issued ID card on a lanyard is an expected part of the dress code for secondary campuses.

Shirts

All shirts must be appropriately sized and should not expose one's undergarments, chest or midriff.

Shirts or jackets, such as those that include an extended zip-up function, may not be used to cover a student's face.

Pants

Pants/jeans that are ripped or have holes may not reveal the student's private areas or undergarments.

Shoes

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

"Wheeled" shoes are prohibited.

Outerwear

Trench coats, dusters or attire made to carry or conceal weapons are prohibited. For safety reasons, the hoods of shirts, sweatshirts or jackets may not be on a student's head while inside the buildings. Shirts or outerwear may not be used to cover a student's face.

Body Piercings / Ornamentation / Accessories

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

Accessories that could be considered dangerous or could be used as a weapon are prohibited.

Grooming

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

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

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

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

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

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

Consequences

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. Repeated or severe offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

DRIVER LICENSE ATTENDANCE VERIFICATION

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

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

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

EMERGENT BILINGUAL STUDENTS

A student who is an emergent bilingual student is entitled to receive specialized services from the district. To determine whether the student qualifies for services, a Language Proficiency Assessment Committee (LPAC) will be formed, which will consist of both district personnel and at least one parent representative from the campus community. The student's parent must consent to any services recommended by the LPAC for their Emergent Bilingual student.

However, pending the receipt of parental consent or denial of services, an eligible student will receive the services to which the student is entitled and eligible.

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

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR Spanish may be administered to an Emergent Bilingual student in grades 3-5. 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 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.

ENROLLMENT

Forms

For new students enrolling in the district, the enrollment forms and enrollment instructions may be accessed on the District's New Student Enrollment webpage. For returning students, the student's parent, legal guardian, or other person having legal control shall annually complete the district's verification forms. This verification process is completed electronically and can be accessed on the District's Returning Student Verification of Information website page.

Proof of Residency

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

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

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

If mail that is sent to your address on file with the district is returned, the district will require new copies of proof of residency documentation. If you cannot produce documentation demonstrating residency within the district or within the attendance zone, you may apply for a transfer. More information about student transfers can be found in the TRANSFERS section of this handbook.

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

Other Required Documentation

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

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

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

Students Who Are Homeless

For information on services for students who are homeless, contact the district's Liaison for Homeless Children and Youths, Jennifer Garrigan, at 512-533-5940.

EXAMS - MIDTERMS AND FINALS - GRADES 6-12

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

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

Makeup Policy

Midterms and final exams are administered the last few days of each semester. It is strongly advised that families do not schedule activities that conflict with midterm or final examinations. Requesting to take exams early or missing exams for travel or personal reasons is not acceptable. Only the school principal or associate principal may approve advanced make up of midterm and final exams. Approval will only be granted for family emergencies, funerals, and extreme cases where extenuating circumstances warrant administering advanced examinations.

Make-up exams after the examination date will only be granted for cases where the absence is due to illness or a death in the family. Written verification from a doctor and/or other verification may be required on return to school.

EXTENDED CARE

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

Extended Care operates each day school is in session. The hours are 3:00 p.m. until 6:00 p.m. Parents may choose a 4:30 p.m., 5:15pm, or 6:00 p.m. pickup time. Registration for the upcoming school year begins each July and continues through May. For more details, fees, and registration information please visit the LTISD Community Programs Extended Care webpage.

EXTRA-CURRICULAR ACTIVITIES, CLUBS AND ORGANIZATIONS

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

Eligibility for initial and continuing participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL)—a statewide association overseeing interdistrict competition. If a student is involved in an academic, athletic, or fine arts activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. For additional athletic information, please review the UIL's Parent Information Manual; a hard copy can be provided by the coach or sponsor of the activity on request. The UIL Constitution and Contest Rules are the official rules that govern all UIL-sponsored activities and also define the direction, function and purpose of the UIL. For more information for all UIL-sponsored activities, please visit https://www.uiltexas.org/policy/constitution. To report a complaint of alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of the Texas Education Agency at (512) 463-9581 or curriculum@tea.texas.gov.

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

Academic Requirements – No Pass/No Play

Eligibility for UIL Participants for the First Six Weeks

Eligibility for participation in UIL events is governed by the University Interscholastic League of Texas. Specific UIL guidelines can be found at uiltexas.org.

Students must have the required number of credits for eligibility during the first six weeks of school (5 entering 10th; 10 entering 11th; 15 entering 12th). Grades are not applicable at the end

of the school year because all students are academically eligible during the summer recess. The number of credits earned for academic promotion from the previous grade level in grades nine and below determines UIL eligibility for the first six weeks of the next school year.

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

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

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

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

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

In addition, the following applies to all extracurricular activities:

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

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

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

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

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

Absences

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

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

Safety

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

Standards of Behavior

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

Transportation / Travel

Participation in extracurricular activities may result in events that occur off-campus. **Students participating in a school-sponsored extracurricular activity, event or competition off campus must ride the LTISD-provided transportation to and from the scheduled event unless they receive prior approval from the campus principal.** Under extenuating circumstances, a parent or guardian may need to take his/her student directly from the activity. A note or email must be provided to the principal 24 hours prior to the activity for approval. The note or email must state the reason the parent wishes to leave with the student directly from the activity. With prior communication and approval of the applicable coach or sponsor, the student may be allowed to leave the activity or events with his/her parent or guardian. Students will not be allowed to leave with anyone other than their parent or guardian.

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

FEES

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

- Costs for materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.

- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation, announcements, etc.
- Voluntarily purchased student health and accident insurance.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books or textbooks.
- Fees for driver training courses, if offered.
- Fees for optional courses offered for credit that requires use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- A maximum fee of $50 for costs of providing an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program in order for the student to meet the 90 percent attendance 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).

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

FIELD TRIPS

The District periodically takes students on field trips for educational purposes. A parent must provide permission for a student to participate in a field trip. Children who are not LTISD students, including siblings or younger children of adult volunteers, cannot be included in field trips.

Students participating in a field trip must ride the LTISD-provided buses to and from the scheduled field trip unless they receive prior approval from the campus principal. Under extenuating circumstances, a parent may need to take his/her student directly from the field trip. A note must be provided to the principal 24 hours prior to the field trip for approval. The note must state the reason the parent wishes to leave with the student directly from the field trip.

Students may be denied participation in field trips due to disciplinary consequences if the suspension conflicts with the field trip schedule.

If a parent has an objection to the field trip experience, he/she must discuss with the principal, who will provide an alternate education experience for the student. Students are required to still attend school even if not attending the field trip experience.

FOOD ALLERGY MANAGEMENT PLAN

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

Elementary School Food Allergy Management:

In elementary school, the district provides designation of allergy-sensitive classrooms, where students are prohibited from eating snacks containing identified allergens as an ingredient. In the cafeteria, there will be a designated "Nut Sensitive Zone" at the end of each cafeteria table. The cafeteria operates a nut-free kitchen, and all food offered by Lake Travis ISD Food and Nutrition do not contain peanut or tree nuts *as ingredients*.

Middle & High School Food Allergy Management:

In middle and high school, the district no longer designates allergy-sensitive classrooms, and students may consume snacks in classrooms. Pre-packaged foods containing peanuts and tree nuts are available for purchase in the cafeteria. However, the cafeteria operates a nut-free kitchen, meaning that no foods prepared on-site contain peanuts or tree nuts *as ingredients*. We strongly encourage students to read food labels carefully as an additional precaution. A nut-free table will be made available for students who request one through a 504 Plan or IEP.

FOOD AND NUTRITION SERVICES

The district offers nutritionally balanced meals for breakfast and lunch at each campus. Elementary menus are developed in accordance with the National School Breakfast Program and National School Lunch Program meal pattern and nutrition standards. Full menus, nutrition, and pricing information are available on the district's Food and Nutrition Services webpage and via a mobile app. Digital menu displays are used district wide to show daily menu options.

Wellness Guidelines

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

Snacks and other a la carte items are available at an extra charge beyond the standard meal price and may only be purchased with a positive meal account balance. If you wish to request restrictions to your student's purchases, please complete and submit a Meal Account Restriction Form, which can be located on the Forms section of our webpage. Once processed, the requested system setting can be activated within the point of sale system. Parents who wish to opt their

student out of participating in the school meal program must submit a written request to the Food & Nutrition Services Department.

Free or Reduced-Price Meal Program

Free or reduced-priced meals are available based on a student's financial need or household situation. Families are encouraged to apply online at the Federal Free and Reduced-Price Meal Program page or with a paper application available at the LTISD Food & Nutrition Services office or at your campus front office. Information about a student's participation is confidential. The district may share information such as a student's name and eligibility status to help enroll eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent notifies the district that a student's information should not be disclosed.

At the elementary level, all complete meals are eligible for free or reduced-price benefits. More information about how to make a complete meal can be found on the Food & Nutrition Services website. At the middle and high school level, due to program differences, only specific menu options qualify for these benefits. These qualifying options are labeled as "Classic Meals," and a variety of them are offered daily.

All students utilize a student identification code at the cash register to make purchases of any kind. Free and reduced meal status is encrypted with an alphabetical code to protect the privacy of students who qualify for free or reduced priced meals.

To help maintain program integrity, free and reduced priced meal applications are subject to an annual verification process. As a part of the verification process, households may be asked to provide proof of income or proof of participation in other federal assistance programs.

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

Statement Regarding Meal Account Balance

Regardless of account standing, there is always a meal option available for students. Families are encouraged to sign up for low balance alerts via our Online Meal Prepayment page. When a student's meal account is depleted, the district will notify the parent. The student will be allowed to continue purchasing meals according to the grace period set by the school board in Policy CO (LOCAL). Upon exhaustion of the grace period, the student may receive an alternate meal. The district will make every effort to avoid bringing attention to such a student. The district will present the parent with a schedule of repayment for any outstanding account balance and an application for free or reduced meals. Although charges for meals provided during the grace period may be tracked on the student's meal account, no additional fees or interest shall be charged by the District for meals purchased during the grace period.

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

Meal Accommodations

Reasonable meal accommodations will be provided for students who have a medical disability that restricts their diet, as documented in a medical statement signed by a state-licensed

healthcare professional or registered dietitian, and submitted to the Food & Nutrition Services Department. The statement must include details about the child's dietary restrictions, including which foods should be avoided and recommended alternatives, if applicable. Other special dietary needs may be accommodated by the FANS department as long as a reimbursable meal is served. For more information related to special dietary needs, please visit the Meal Accommodations webpage on the Food and Nutrition Services website. The My School Menus interactive online menu system is a great tool for reviewing nutrition and allergen information for most items sold and operated by Lake Travis ISD Cafes. Menu items can be filtered by allergen or other dietary preferences to support individual needs.

Precautionary Allergen Labeling:

Precautionary Allergen Labeling (PAL) such as *"may contain [allergen]"* or *"manufactured in a facility that processes [allergen]"* is voluntary and not regulated under the Food Allergy Labeling and Consumer Protection Act (FALCPA). As a result, there is great variability between manufacturers on how and when they use it. For this reason, students with documented meal accommodations or medical alerts will only be restricted from foods or beverages listing allergens *as intentional ingredients* unless their meal accommodation request explicitly states otherwise.

Nondiscrimination Statement

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: https://www.usda.gov/sites/default/files/documents/ad-3027.pdf, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. **mail:** U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights 1400 Independence Avenue, SW Washington, D.C. 20250-9410; or

2. **fax:** (833) 256-1665 or (202) 690-7442; or

3. **email:** Program.Intake@usda.gov

This institution is an equal opportunity provider.

FUNDRAISING

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

All organizations or student groups desiring to conduct a fundraising activity must submit a fundraising request at least 21 days prior to the start of the event. The Activity/Fundraising Request form is located on the Community Relations webpage.

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

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

GANG-FREE ZONES

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

GIFTED AND TALENTED (GT)/DISCOVERY PROGRAM

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

GRADE-LEVEL CLASSIFICATION - GRADES 9-12

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

Freshman (Grade 9)	Promoted from 8th grade
Sophomore (Grade 10)	Earned 6 credits and completed one year of high school
Junior (Grade 11)	Earned 12 credits and completed two years of high school
Senior (Grade 12)	Earned 18 credits and completed 3 years of high school

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

GRADES

Guiding Principles

The Lake Travis Independent School District believes all students can achieve excellence in learning and develop the knowledge and skills necessary to succeed in post-secondary education and future careers. With the essential cooperation of students, parents, guardians, and community members, the district will ensure that all students can master the requirements of a well-balanced curriculum. For students with identified needs and at all levels of ability, the school district will modify teaching methodologies, pacing, and materials to ensure that instruction in essential knowledge and skills is delivered at an appropriate level. This process also includes meeting the assessed needs of students with identified gaps in learning.

LTISD's standards-based curriculum includes the Texas Essential Knowledge and Skills adopted by the State Board of Education. The grading guidelines for each grade level, subject, and course define a student's relative mastery of the curriculum and how a student's relative mastery is determined. The grading guidelines aim to ensure that grading practices are consistent among grade levels, subjects, and campuses. These guidelines shall ensure that grading reflects student achievement and that sufficient grades are taken to support the average grade assigned. Guidelines for grading shall be communicated to students and parents. EIA (LOCAL)

LTISD GUIDING PRINCIPLES FOR GRADING

- Grades should reflect student learning and mastery of content and skills.
- Grades should not reflect discipline, participation in non-curricular activities, or completion of activities not reviewed by the teacher.
- Students deserve an opportunity to turn in late assignments and resubmit work for additional credit since we want grades to reflect mastery of skills.
- Penalties for late work (if assigned) should be differentiated by level and consistently enforced across grade levels and departments.
- Tutorials and re-teach are essential practices that should be available to all learners to ensure students have opportunities to strengthen their skills and demonstrate mastery of concepts.
- Clear and consistent grading guidelines should be published for all stakeholders.
- Parents and students should have access to clear expectations for mastery of content, and this information should be easily accessible.
- Grades should be posted promptly, accessible at all times, and reflect current progress.
- Parents should expect contact from their child's teacher if their student is struggling academically.

For more detailed information regarding campus grading practices, please refer to the LTISD Grading Guidelines.

Grading for Grades K-2

Students' progress in kindergarten grades 1 and 2 will be reported on a standards-based report card. The standards-based report card will include information on the specific standards that

need to be mastered in the four core subjects of language arts, math, science, and social studies. Additionally, parents are to receive information indicating reading skills, including reading level, fluency, and comprehension.

Grade Scale for Grades 3-12

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

A	90-100
B	80-89
C	70-79
F	69 or below

Grading Roles and Responsibilities

Students

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

Parents/Guardians

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

Teachers

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

Report Cards / Progress Report

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

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

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

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

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

Report Card / Finality of Grade

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

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

GRADUATION

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), a Texas application for state financial aid (TASFA), or submit a signed opt-out form. See Texas Education Code §28.0256.

Testing Requirements for Graduation

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

- English I;
- English II;
- Algebra I;
- Biology; and

- U.S. History.

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

State law allows a student to meet EOC requirements by substituting satisfactory performance on 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 to the student in the content area for which the performance standard was not met. This may require participation of the student before or after normal school hours or at times of the year outside normal school operations.

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

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 or IB

examination, on certain national college preparatory and readiness or college entrance examinations, or for earning a license or certificate recognized at the state, national, or international level. The school counselor can provide more information about these acknowledgments.

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

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

Credits Required

The foundation graduation program requires completion of the following credits:

Course Area	**Number of Credits: Foundation Graduation Program**	**Number of Credits: Foundation Graduation Program with an Endorsement**
English/Language arts	4	4
Mathematics	3	4
Science	3	4
Social studies	3	3/4
Physical education	1	1
Languages other than English	2	2
Fine arts	1	1
Electives	5	7
Total	**22 credits**	**26 credits**

See the Lake Travis High School Course Catalog for further detail.

Additional considerations apply in some course areas, including:

- **Mathematics.** To obtain the distinguished level of achievement under the foundation graduation program, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits. A student's completion of the distinguished level of achievement is a requirement to be considered for automatic admission to a Texas four-year college or university and will be included on a student's transcript.
- **Physical education.** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or other locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable. Substitute credit, however, cannot be counted twice toward graduation requirements.

- **Language other than English.** Students are required to earn 2 credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits.
    - A student may satisfy one of the two required credits by successfully completing in elementary school a dual language immersion program or a course in American Sign Language.
    - In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

Available Endorsements

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

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

Financial Aid Application Requirement

Before graduating from high school, each student must complete and submit an application for financial aid for postsecondary education. Students must complete either a free application for federal students 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 a good cause.

The high school will offer a variety of opportunities including but not limited to handouts and workshops/sessions throughout the school year to assist with the FAFSA application and submission. Please contact the school counselor for more information.

To confirm that a student has completed and submitted a FAFSA/TASFA in accordance with TEA guidance, the student must submit one of the following:

- A screenshot that includes the processed date field of the FAFSA ApplyTexas Counselor Suite;
- Notification, such as a copy of an email, from the United States Department of Education verifying completion of the FAFSA;
- A copy or screenshot of the FAFSA acknowledgement page;
- A screenshot of the TASFA submission acknowledgement page (from those institutions that offer an electronic form);
- An acknowledgement receipt from an institution of higher education (IHE); or
- A copy of a financial aid award letter from an IHE.

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 a 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 includes a course of study that promotes college and workforce readiness and career placement and advancement, as well as facilitates the transition from secondary to postsecondary education. The student's personal graduation plan will outline an appropriate course sequence based on the student's choice of endorsement.

Please also review:
TEA's Graduation Toolkit (English)
TEA's Graduation Toolkit (Spanish)

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

Available Course Options for All Graduation Programs

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

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

Certificates of Coursework Completion

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

Students with Disabilities

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. Even if the student participates in graduation ceremonies to receive the certificate of attendance, he or she may remain enrolled to complete the IEP and earn his or her high school diploma; however, the student will only be allowed to participate in one graduation ceremony. [See policy FMH (LEGAL).]

Graduation Activities

To be eligible to participate in commencement activities and ceremonies, a student shall meet all state and local graduation requirements, including all applicable state testing. [See FMH (LOCAL).] Additionally, a student must be enrolled in Lake Travis High School at the time of graduation, or was a December graduate, and have completed his/her final credits at Lake Travis High School.

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

Graduation Speakers

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

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

Scholarships and Grants

Students who have a financial need according to federal criteria and who complete the foundation graduation program, may be eligible under the TEXAS Grant Program, the Teach for Texas Grant Program, and Future Texas Teachers Scholarship Program for 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. Contact the school counselor for information about other scholarships and grants available to students.

HAZING

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

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

The district will not tolerate hazing. Disciplinary consequences for hazing will be in accordance with the Student Code of Conduct. It is a criminal offense if a person engages in hazing; solicits, encourages, directs, aids, or attempts to aid another in hazing; or has firsthand knowledge of an

incident of hazing being planned or having occurred and fails to report this to the principal, superintendent, or law enforcement official.

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

HEALTH - PHYSICAL AND MENTAL

Illness

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

According to state law, students that have or are suspected of having a communicable disease or condition must be excluded from attendance until the readmission criteria for the condition are met. Parents of students with a communicable (contagious) disease or infestation are asked to notify the school nurse or principal so that other students who have been exposed to the disease can be alerted, as permitted by law.

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.

Students with a temperature of 100° F. or above must not be sent to school. Students who come to the clinic during the school day and have a temperature of 99.6° F. or above will be sent home. **Students who become ill with a fever or vomiting will not be allowed to ride the bus home**. Parents will be contacted to pick up their student. **Students should be fever, vomiting, and diarrhea free for 24 hours without the aid of an antipyretic (acetaminophen, including the brand name Tylenol; ibuprofen, including the brand names Advil, Motrin; naproxen, including the brand name Aleve, etc.) or anti-nausea or diarrheal medication before returning to school**.

A full list of conditions for which the school must exclude children can be found on the School Communicable Disease Chart from the Department of State Health Services (DSHS) .

The district is also required to report certain contagious (communicable) diseases or illnesses to the Texas Department of State Health Services (DSHS) or our local/regional health authority. A full list of these conditions can be found on the Notifiable Conditions List from DSHS.

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

Immunization

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

For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (TDSHS), Immunization Branch, can be honored by the district. You may access the DSHS exemption form online or by writing to this address:

Texas Department of State Health Services
Immunization Section, Mail Code 1946

P.O. Box 149347
Austin, Texas 78714-9347

The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are: diphtheria, tetanus, pertussis; polio; measles, mumps, and rubella; hepatitis B; varicella (chicken pox); meningococcal; and hepatitis A.

The school nurse can provide information on immunization requirements. Proof of immunization may be established by: personal records from a licensed physician with a signature or rubber-stamp validation, or from an official public health department record or a school record received from the school.

An acceptable proof of immunization from the physician's office must include: student's full name and date of birth, name of vaccine with exact date (MM/DD/YY) it was given, and physician validation by signature or rubber-stamp. **Because of this, the school may not be able to accept patient-portal printouts from home.**

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. registered and licensed physician stating that, in the doctor's opinion, the immunization required 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.

For information on immunization against bacterial meningitis and college enrollment and attendance, see **Bacterial Meningitis** below.

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

Lice

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

If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to discuss a plan for treatment with an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student has undergone one treatment, the parent should check in with the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments and how best to get rid of lice and prevent their return.

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

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

Medicine at School

The term medication includes both nonprescription and prescription medicines. All medications will be kept in a secure manner in the clinic and refrigerated if necessary. The clinic does not provide medication such as Tylenol, Ibuprofen, Benadryl, aspirin or topical creams such as hydrocortisone or antibiotic ointment. If a student must take medication during school hours, the student's parent or guardian must provide it. The student's personal medications are dispensed by the school nurse or trained designee at the written request of a student's parent or legal guardian. Request for Medication Administration forms are available from the school nurse or on the District's website.

Only medications that are necessary for a student's medical care will be administered at school. Most medicines that are needed, even up to three times a day, can be given at home and should not be sent to school. There are some occasions where medication is required for students and cannot be adequately given at home. In these cases, with a written request from a parent or guardian and physician authorization, school personnel can give the medication. The following procedure is used for medication administration by school personnel.

ALL medications require a physician's authorization annually. This includes over-the counter and prescription medications.

Prescription and non-prescription medication must be brought to school and picked up by the parent/guardian, not the student. Failure to comply with this requirement may result in disciplinary action for your child. The medication must be in the original container. **Medication sent in baggies or unlabeled containers will not be given**. If the medication is manufactured and/or dispensed outside of the United States, authorization for use and written instructions providing the necessary information for administration must be submitted to the school nurse by a physician licensed to practice medicine in one of the states of the United States.

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

The district will not purchase medication to give to a student, except as otherwise allowed by local policy FFAC.

The Superintendent shall designate the employees who are authorized to administer medication that has been provided by a student's parent. An authorized employee is permitted to administer the following medication in accordance with administrative regulations:

- Prescription and non-prescription medication in accordance with legal requirements.
- Herbal substances and dietary supplements provided by the parent and only if required by the individualized education program or Section 504 plan for a student with disabilities.

The district shall purchase nonprescription medication that may be used to prevent or treat illness or injury in the District's athletic program. Only a licensed athletic trainer or a physician licensed to practice medicine in the state of Texas may administer this medication and may do so only if (1) the district has prior written consent for medication to be administered; and (2) the administration of the medication by an athletic trainer is in accordance with a standing order or

procedures approved by a physician licensed to practice medicine in Texas.

Additionally, properly trained school employees in accordance with policy FFAC are authorized to administer an Epinephrine Delivery Systems to any person who is reasonably believed to be experiencing anaphylaxis on a school campus, or naloxone nasal spray to any person who is reasonably believed to be experiencing an opioid overdose.

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

Asthma and Severe Allergic Reactions

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

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

Notice to Parents Regarding Emergency Administration of Unassigned Epinephrine Delivery Systems

In accordance with Chapter 38, Subchapter E of the Texas Education Code, the board has adopted a policy to allow authorized and trained school personnel to administer an unassigned Epinephrine Delivery Systems to any person who is reasonably believed to be experiencing a severe allergic reaction (anaphylaxis) on a school campus.

An Epinephrine Delivery Systems is an epinephrine delivery system 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 delivery system.

Authorized and trained individuals may administer an epinephrine delivery system 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 are trained to administer epinephrine so that at least one trained individual is present on campus during all hours the campus is open. In accordance with state rules, the campus shall be considered open for this purpose during regular on-campus school hours and whenever school personnel are physically on site for school-sponsored activities.

Regular on-campus school hours are as follows:

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

If you have any questions regarding this notice, please contact the Lead Nurse, at 512-533-6015.

Notice to Parents Regarding Emergency Administration of 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 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 medication for respiratory distress, and issued by an authorized health-care provider.

For additional information, see FFAC(LOCAL).

Notice to Parents Regarding Emergency Administration of Unassigned Opioid Antagonists

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 to an individual who is reasonably believed to be experiencing an opioid-related drug overdose.

An "unassigned opioid antagonist medication" is 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 opioid antagonist medication called naloxone. This may include brand-name devices such as NARCAN nasal spray. Authorized and trained individuals may administer an opioid antagonist medication at any time to a person experiencing an opioid overdose on a school campus.

The district will ensure that at each campus a sufficient number of school personnel are trained to administer naloxone so that at least one trained individual is present on campus during school hours.

Regular on-campus school hours are as follows:

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

If you have any questions regarding this notice, please contact the Lead Nurse, at 512-533-6015.

Steroids

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

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

Mental Health Support

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

- Mental health promotion and early intervention;
- Building skills to manage emotions, establish and maintain positive relationships, and engage in responsible decision-making;
- Substance abuse prevention and intervention;
- Suicide prevention, intervention, and postvention (interventions after a suicide in a community);
- Grief, trauma, and trauma-informed care;
- Positive behavior interventions and supports;
- Positive youth development; and
- Safe, supportive, and positive school climates.

The district's social emotional learning is both embedded in our academic curriculum as well as implicitly taught through guidance lessons by our school counselors. Staff are trained to identify and support students at risk of mental health concerns, trauma, substance abuse and suicidal ideation.

If a student has been hospitalized or placed in residential treatment for a mental health condition or substance abuse, the district has procedures to support the student's return to school. Please contact a school counselor or the Director of Counseling and Health Services, Jennifer Garrigan, at 512-533-5940 for further information

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

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

For related information, see:

- **Consent to Conduct a Psychological Evaluation or Provide a Mental Health Care Service** for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information;
- **Counseling Services** for the district's comprehensive school counseling program;
- **Physical and Mental Health Resources** for campus and community mental and physical health resources; and

- **Policies and Procedures that Promote Student Physical and Mental Health** for board-adopted policies and administrative procedures that promote student health.

Physical Activity Requirements

Elementary School

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

For additional information on the district's requirements and programs regarding elementary school student physical activity requirements, please contact your campus 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 requirements and programs regarding middle school student physical activity requirements, please contact your campus principal.

High School

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

Temporary Restriction from Participation in Physical Education

Students who are temporarily restricted from participation in physical education will remain in the class and shall continue to learn the concepts of the lessons but not actively participate in the skill demonstration. If a student is to be excused from PE longer than three school days, a note from the doctor will be required.

Physical Fitness Assessment

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

Clinic

The school nurse provides health care for children who become ill or injured at school. A parent or guardian should discuss special health needs of his/her student with the school nurse annually before the start of school.

If the student needs to go home due to sudden illness or injury, the nurse or school staff member will contact the parent, guardian, or emergency contact person. It is expected that parents/guardians keep their emergency information up-to-date in Skyward. In the event of a serious medical emergency, the parent or guardian will be notified and the student may be transported to the nearest hospital. If an elementary student requires transportation by ambulance, the student will be accompanied by at least one adult familiar to the child or the parent. The nurse will determine if the student is to stay at school or go home, and will contact the parent if a student must be picked up from school. **Students may not call or text the**

parent with their cell phone or the office phone before going to the nurse. The student may call the parent from the nurse's office.

All accidents occurring at school and requiring the services of a physician and/or an absence from school must be reported to the clinic the day of the accident. Accident reports are completed by the nurse or school staff.

Physical Health Screenings / Examinations

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

Athletics, Cheer, Dance, and Marching Band Participation

Prior to participating in any athletic, cheer, dance, and marching band activities, a student must submit certification from an authorized healthcare provider. The certification must state that the student has been examined and is physically able to participate in the relevant program. The Preparticipation Physical Evaluation form (or one that is substantially similar) will serve as the "statement from a healthcare provider" as required by LTISD board policy FFAA (LOCAL).

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

See the UIL's explanation of sudden cardiac arrest 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 your school nurse or see policy FFAA(LEGAL).

Vision and Hearing Screening

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

Acanthosis Nigricans (AN) Screening

In accordance with Health and Safety Code, Chapter 95, children in public and private schools must be assessed for the risk of developing Type 2 Diabetes. This is accomplished by visual screening for Acanthosis Nigricans (AN). (AN) screening is required for all students in grades

first, third, fifth and seventh grades. (AN) is a light brown-black, velvety, rough, or thickened lesion on the surface of the skin usually found around the neck. (AN) can be a primary marker that may signal high insulin levels, which can lead to insulin resistance and then to type 2 diabetes.

Special Health Concerns

Bacterial Meningitis

Please see the district's website at Required Postings for information regarding meningitis.

Note: 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.

Diabetes

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

Food Allergies

The district requests to be notified after any diagnosis of a food allergy, especially those allergies that could result in dangerous or possibly life-threatening reactions either by inhalation, ingestion, or skin contact with the particular food. It is important to disclose the food to which the student is allergic, as well as providing an emergency action plan signed by a physician. Please contact the school nurse or campus principal if your student has a known food allergy or as soon as possible after any diagnosis of a food allergy.

You can access the district's food allergy packet on the district's Student Health Services webpage. Completing the Food Allergy Management Packet prompts medical alerts to be added to your student's medical record and lunch account which will carry over each year unless a written request for removal is submitted. Additionally, Food Allergy Management Packets are required to be updated annually. Once received, your school nurse will verify and update the information as needed.

If your student has a non-life threatening allergy or special dietary need, and you wish to request meal accommodations or medical alerts on your student's lunch account in the cafeteria, please contact Food & Nutrition Services. [see **Meal Accommodations**]

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 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.

Seizures

To address the care of a student with a seizure disorder while at school or participating in a school activity, a parent may submit a seizure management and treatment plan to the district before the beginning of the school year, upon enrollment of the student, or as soon as practicable following diagnosis of a seizure disorder. A parent who submits a plan must use the Seizure Management and Treatment Plan Form developed by the Texas Education Agency.

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

Tobacco, E-Cigarettes, and Nicotine Products Prohibited

Students are prohibited from possessing or using any type of tobacco product, electronic cigarettes (e-cigarette), or any other electronic vaporizing devices, while on school property at any time or while attending an off campus school-related activity. With limited exceptions for medication, [see Medicine at School (All Grade Levels)] students are also prohibited from possessing or using any type of nicotine product, including nicotine pouches, regardless of whether the product contains tobacco, 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, including electronic cigarettes or any other electronic vaporizing devices, by students and all others on school property and at school-sponsored and school-related activities. [See the Student Code of Conduct and policies FNCD and GKA for more information.]

HEALTH-RELATED RESOURCES, POLICIES, AND PROCEDURES

Physical and Mental Health Resources

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

- The district's Department of Organizational Services at 512-533-6036.
- Director of Counseling and Health Services, Jennifer Garrigan, at 512-533-5940.
- The district's Lead Nurse at 512-533-6015.
- Your campus school counselors and nurses.
- The local public health authority, Austin Public Health, which may be contacted at 512-972-5082.
- The local mental health authority, Integral Care, which may be contacted at 512-472-4357.

Policies and Procedures that Promote Student Physical and Mental Health

The district has adopted board policies that promote student physical and mental health. Local policies on the topics below can be found in the district's policy manual and available at the central administration office.

- Food and nutrition management: CO, COA, COB
- Wellness and Health Services: FFA
- Physical Examinations: FFAA
- Immunizations: FFAB
- Medical Treatment: FFAC
- Communicable Diseases: FFAD

- School-Based Health Centers: FFAE
- Care Plans: FFAF
- Crisis Intervention: FFB
- Trauma-informed Care: FFBA
- Student Support Services: FFC
- Student Safety: FFF
- Child Abuse and Neglect: FFG
- Freedom from Discrimination, Harassment, and Retaliation: the FFH series of policies
- Freedom from Bullying: FFI

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

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

Please contact the Assistant Superintendent for Curriculum & Instruction at 512-533-6049 for further information regarding these procedures and access to the District Improvement Plan.

School Health Advisory Council (SHAC)

During the preceding school year, the district's School Health Advisory Council (SHAC) held 58meetings. Additional information regarding the District's SHAC is available from the District's Department of Organizational Services.

Notification of upcoming SHAC meetings will be posted at each campus administrative office at least 72 hours before the meeting. Notification of upcoming SHAC meetings, meeting minutes, and a recording of each meeting will be posted on the district's SHAC webpage.

Student Wellness Policy/Wellness Plan

Lake Travis ISD is committed to encouraging healthy students and therefore has developed a board-adopted wellness policy at FFA (LOCAL) and corresponding regulations to implement the policy. You are encouraged to contact the Director of Counseling and Health Services or the Senior Director of Food & Nutrition Services & Transportation with questions about the content or implementation of the district's wellness policy and plan.

HOME SCHOOLING

When the district becomes aware that a student will be homeschooled, it will be requested for the parent or guardian to complete the Homeschool Form, the appropriate Withdrawal Form, and present a photo ID. Both forms can be found on the district website under Withdrawal Information. If the parents refuse to submit the form or if the district has evidence that the school-age child is not being home-schooled within legal requirements, the district may investigate further and, if warranted, shall pursue legal action to enforce the compulsory attendance law.

HONOR CODE - GRADES 9-12

Please see the Lake Travis High School Honor Code.

Middle school teachers who teach a high school level course will follow the high school honor code and high school grading guidelines.

Parents who disagree with consequences applied due to Honor Code violations may file a grievance in accordance with the procedures provided in Board Policy FNG (LOCAL).

INVITATIONS (Grades PK-5)

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

LAW ENFORCEMENT AGENCIES

Questioning of Students

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

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

See policy GRA (LOCAL).

Students Taken into Custody

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

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

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

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

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

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

LEAVING CAMPUS

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

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

If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school. The parent or other authorized adult must follow the sign-out procedures as listed below.

Elementary School

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

Middle School

For students in middle school, a parent or otherwise authorized adult must come to the office and sign the student out. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. For safety purposes and stability of the learning environment, we will not allow you to go to the classroom or other area unescorted to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will be required. Under no circumstances will a student in middle school be released unaccompanied by a parent or other adult authorized by the parent.

High School

For high school, the same process will be followed as in middle school. If the student's parent will authorize the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office in advance of the absence, no later than 30 minutes prior to the student's need to leave campus. Once the office has received information that the student's parent consents to the student leaving campus, a pass will be issued to the student to hand to his or her teacher with the necessary information. The student must sign out through the main office or annex office and sign in upon his or her return, if the student returns the same day. If a student is 18 years of age or is an emancipated minor, the student may produce a note on his or her own behalf. Documentation regarding the reason for the absence will be required.

Leaving Campus at Any Other Time During the School Day

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

Leaving Campus During Lunch

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

At the high school, **Seniors** are all allowed to go off campus for lunch. Completion of a form, signed by the student's parent or the adult student, is required before permission is granted.

LETTER JACKETS - GRADES 9-12

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

LOCKERS

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

LOST AND FOUND

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

Elementary School

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

LUNCH

Elementary School

Parents and other family members are welcome to eat with their students as space permits ***after*** the first two weeks of school.

The following guidelines apply to lunch-time visitors:

- May not enter the building more than a few minutes prior to his/her student's lunch period and must go directly to the lunchroom;
- May bring outside food for his/her student;
- May not share outside food with any other students; and

- May stay for his/her student's lunch period only and then leave campus, unless another appointment has already been scheduled.

Visitors who want to dine with his/her student are encouraged to support the healthy school meal program. Adult meals are available daily through the Food and Nutrition department. [See **Food and Nutrition**.]

Middle School and High School

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

MAKEUP WORK

Makeup Work Due to Absence

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

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

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

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

For more detailed information regarding campus makeup work policies, please refer to the LTISD Grading Guidelines.

DAEP Makeup Work - Grades 9-12

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

In-school Suspension (ISS) and Out-of-School Suspension Makeup Work

Alternative Means to Receive Coursework

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

Opportunity to Complete Courses

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

MESSAGES AND DELIVERIES

Every effort will be made to preserve instructional time by minimizing classroom interruptions.

Elementary School

Non-emergency messages will be delivered to the student at the end of the day. Deliveries of flowers, balloons, and gifts, etc. for students will not be accepted and will not be allowed to classrooms, not even for special occasions like holiday parties, birthdays, etc.

Middle School and High School

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

Lunch Deliveries

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

NEWSLETTERS

In an effort to promote student achievement, as well as to create awareness of programs, services and events, the District and each of its campuses publish electronic newsletters periodically throughout the school year. Parents are automatically subscribed to the District's mass communication service at the time of student enrollment. For further information regarding campus newsletters and other ways to receive campus news, please visit About / Connect With Us on each campus website.

OUT-OF-TOWN TRAVEL

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

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

PARENT CUSTODY OF CHILDREN

The Lake Travis ISD strongly encourages parents to resolve custody issues without involvement of the school and without using the school as a forum to circumvent custody agreements. In the event of a dispute about access to children at school, the district will follow the terms of the most recent signed court order that has been provided to the school, and as applicable, the requirements of the Family Code and of the Education Code.

PARENT-TEACHER CONFERENCE

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

PARKING ON CAMPUS - GRADES 9-12

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

- Students MUST possess a valid Driver's License, and LTHS parking permit for the school year and be enrolled in the Student Drug Testing Program in order to park on campus.
- ALL LTHS permits should be visible at all times and should be placed above the registration sticker on the driver side of the windshield. Please do not tape or temporarily adhere the stickers to the window.
- Failure to properly display the parking sticker will result in a $10 fine for each offense.
- Failure to pay fines or repeated violations may result in a boot as well as being towed at the vehicle owner's expense, loss of driving privileges.

- Stickers are not transferable from one student to another. Please do not remove the sticker in an effort to transfer the sticker. Students are NOT to allow others to use their stickers. Doing so will result in the student's parking permit being revoked.
- Any unregistered vehicle parked on campus with another student's sticker will be subject to a fine, disciplinary action, suspension of parking privileges, and possible towing of the vehicle.
- All student parking is open---first come first serve. There are NO designated lots.
- Students are NOT permitted to park in the Administration Bldg lot (P-9), Round Gym (P-10), behind the Round gym (P-11), Staff (P-4), Visitor spots, or any spot painted with (STAFF). Parking in the Administration Bldg lot (P-9), fire lanes, or in designated maintenance areas will result in the student receiving a tire boot coupled with a parking citation for each offense that occurs.
- Students must park in the designated area between the hours of 8:00 AM and 4:30 PM. All vehicles must be parked in a marked space, between the white lines, and not in a reserved spot for school personnel or handicapped parking. Parking along fire lanes is not permitted.
- Only state-inspected and insured vehicles will be allowed to park on campus.
- All students leaving LTHS during school hours must provide the security houses with either a release slip from the front office, a copy of their schedule indicating they are allowed to leave, or be a senior with a designated off-campus lunch permission sticker on their school id.
- Students will be held responsible for any prohibited items found or seen in their vehicles.
- Students are not to leave the building to go to their car during the school day without permission from an Administrator. Nor are they allowed to move their cars to a different parking location throughout the day once they initially park on campus.
- Students who are enrolled in Agriculture Courses are not allowed to drive to the barn once the school day starts. They can park at the barn ONLY if they have a first-period Agriculture course.
- Students are **NOT** allowed to loiter, **eat in their cars during lunch**, or hang out in the parking lot once they arrive on campus and must immediately enter the building.
- Students leaving campus during their school day without permission from an Administrator are subject to disciplinary action and loss of driving privileges.
- Reasonable, proper, and safe driving is always expected. All students are required to obey all traffic signs.

- Any decision concerning the revocation or suspension of parking and driving privileges rests with the campus administration.
- Students who change vehicles during the year MUST update their vehicle information in the Assistant Principal's Office with the administrative staff member overseeing parking.

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

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

BELOW IS A LIST OF FEES AND FINES ASSOCIATED WITH PARKING

- Parking Tags: $100
- Replacement Tags: $75
- Citations:

Infraction	Fine
Improper display of parking sticker	$10.00
All other parking fees and fines	$30.00
Boot removal fee	$40.00

Parking on the Lake Travis High School campus is a privilege. All students who purchase a pass have read and agreed to abide by the parking regulations set in place. Any infractions will result in the following.

1st Infraction: Warning
2nd Infraction: Ticket
3rd Infraction: Ticket plus a meeting with the assistant principal and a phone call home.
4th Infraction: Ticket and vehicle is subject to a boot. Students will meet with the assistant principal.
All tickets must be paid plus the $40.00 boot removal fee.
5th Infraction: Vehicle is subject to towing. Meeting with the assistant principal may result in parking privileges being revoked for the school year.

Any vehicle that is on campus after parking privileges have been revoked will be subject to towing.

PE NON-PARTICIPATION

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

PETS

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

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

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

For additional information regarding the program and requirements visit the Off Campus Physical Education webpage.

PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE

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

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

PRAYER

Each student has a right to pray individually, voluntarily, and silently or to meditate in school in a manner that does not disrupt instructional or other activities of the school. The school will not

encourage, require, or coerce a student to engage in or to refrain from such prayer or meditation during any school activity.

PROMOTION AND RETENTION

A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level. In making promotion decisions, the district will consider:

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

Grades K—2

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

Promotion to the next grade level shall be based on an overall average of 3 on a scale of 1-4 based on course-level, grade-level standards (essential knowledge and skills) for language arts and mathematics.

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

Grades 3—5

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

- A final grade of 70 or above has been earned in both language arts and mathematics;
- An overall average of 70 or above has been earned as determined by averaging the final grades for language arts, mathematics, social studies, and science; and
- The student has not failed social studies or science for two consecutive school years.

Parental Choice for Retention

A parent may request in writing that a student repeat Prekindergarten, kindergarten, or 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.

Grades 6-8

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

- A final grade of 70 or above has been earned in both language arts and mathematics;
- An overall average of 70 or above has been earned as determined by averaging the final grades for language arts, mathematics, social studies, and science; and
- The student has not failed social studies or science for two consecutive school years.

Grades 9-12

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

Repeating Grades 6-12 at Parent Request

A parent may request in writing that a student repeat any grade in grades 6-8. 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.

PTA/PTO

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

PUBLIC DISPLAYS OF AFFECTION

In general, displays of affection should be appropriate for the age and grade level. Students should refrain from the following: handholding, kissing, extended hugging, etc. Please refer to the Student Code of Conduct for additional information.

SAFETY

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

- Avoid conduct that is likely to put the student or other students at risk.
- Follow the behavioral standards in this handbook and the Student Code of Conduct, as well as any additional rules for behavior and safety set by the principal, teachers, or bus drivers.
- 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 using the district's Cavs Who Care tipline.
- Students are encouraged if they see something, say something.
- Know emergency evacuation routes and signals.

- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Preparedness Drills: Evacuations, Severe Weather, and Other Emergencies

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

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

Insurance for Career and Technical Education (CTE) Programs

The district may purchase accident, liability, or automobile insurance coverage for students and businesses involved in the district's CTE programs.

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 all of the following requirements are met: (1) the district has received written authorization from a person having the right to consent; (2) that person cannot be contacted; and (3) that person had 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 is unable to be contacted. A student may provide consent if authorized by law or court order.

Emergency/Crisis Communication

When a decision is made to delay school, dismiss school early, or cancel school due to inclement weather or other emergency situations, the District's Executive Director of Communications will

first notify parents using the Finalsite Mass Notification System. Parents will receive a combination of automated phone messages, emails and/or text messages depending on the circumstances. Parent or guardian contact information provided at the time a new student is enrolled—or when a parent or guardian updates his/her contact information during the back-to-school returning student verification process each summer—will automatically be used for notifications through the Finalsite system. State law requires parents to update contact information within two weeks after the date the information changes.

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

Information about school delays, early dismissal or school closures will also be communicated through traditional news media sources and the district's social media accounts.

Safe Gun Storage

Texas law now requires school districts to distribute information to parents and guardians about the safe storage of firearms. The attached information will help you learn about options for, as well as how to talk to your child and others about, the safe storage of firearms.

In 2021, 4,613 Texans experienced gun-related deaths. The Texas Department of State Health Services (SHS) reports that 55% of Texas firearms deaths in 2020 were suicides and that 59% of all suicides in Texas were by firearms. Suicide attempts involving firearms have a 90% fatality rate. Restricting access to guns is critical in reducing acts of violence, whether as self-harm or towards others. Acts of mass violence and interpersonal violence often end in suicide.

It is unlawful to store, transport, or abandon an unsecured firearm in a place where children are likely to be and can obtain access to the firearm. Under Texas Penal Code 46.13, a person commits the offense of making a firearm accessible to a child if the child gains access to a readily dischargeable firearm, and the person with criminal negligence:

- Failed to secure the firearm; or
- Left the firearm in a place to which the person knew or should have known the child would gain access

The penalty for allowing a child access to a firearm can range from a Class C misdemeanor (punishable by a $500 fine) to a Class A misdemeanor (punishable by a $4000 fine, a year in jail, or a combination of the two).

Texas exempts the purchase of firearm safety equipment from Texas Sales and Use Tax.

Remember, a gun should be stored unloaded in a safe or locked container, with ammunition stored elsewhere. You can learn more and find additional resources from the Texas Department of Public Safety at https://safegunstoragetexas.com.

Safe gun storage is critical to preventing suicide, unintentional shootings, and other tragedies.

Student Identification Badges

All Students

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

Each student grades Pre-K through 12 will receive a SMART tag photo ID badge and breakaway lanyard at the beginning of the school year at no cost. Each campus may utilize the badges for purposes such as checking out library books and textbooks, purchasing food items in the cafeteria, purchasing school activity tickets, checking in and out of the extended care program, and providing easy identification of students in common areas of the school. The ID cards are not used to track a student's location in a building or the district.

If a student loses, damages, or has a SMART tag ID badge stolen, a replacement must be purchased promptly from the designated school office/location. There will be a $10.00 replacement fee for the ID badge and the lanyard, subject to applicable fee waiver requirements.

Students Grades 6-12

Students in grades 6-12 must wear and clearly display their ID badge throughout the school day. Students may also be asked by any district employee to produce his/her ID badge while on the bus, on school property, or at school-related events in order to confirm his/her status as an LTISD student.

Students must comply with the following expectations:

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

Consequences - Middle School

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

- 7th Violation - 1 Day ISS with Parent Notification
- 8th Violation - 2 Day ISS with Parent Notification
- 9th Violation - 3 Day ISS with Parent Notification

Consequences - High School

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

SATURDAY SCHOOL

Saturday School (SS) may serve the following purposes:

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

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

SCHEDULE CHANGES

Middle School

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

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

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

High School

Details can be found on the Lake Travis High School Schedule Change Procedures page.

SCHOOL FACILITIES

Asbestos Management Plan

The District works diligently to maintain compliance with federal and state law governing asbestos in school buildings. The District's Asbestos Management Plan is available in the Superintendent's office. If you have any questions, please contact the Senior Director of Maintenance & Operations at 512-533-5977.

Pest Management Plan

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

All pesticides used are registered for their intended use by the United States Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area.

Parents who have further questions or who want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area may contact Gary Puryear, the district's IPM coordinator, at 512-533-6065.

Use by Students Before and After School

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

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

Conduct Before and After School

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

Use of Hallways During Class Time

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

Meetings of Non-Curriculum Related Groups

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

SCHOOL POLICE OFFICERS

The Lake Travis Independent School District Police Department has specially trained and qualified officers on Lake Travis Independent School District elementary and secondary school campuses. Specifically, the police officers are responsible for, but not limited to, creating a safe learning and working environment for students, teachers, administrators and visitors by developing and maintaining programs designed to encourage positive behaviors to prevent illegal behavior. [See **Searches** for further information.]

SEARCHES

District Property

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

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

Searches in General

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

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

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

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

Trained Dogs

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

Telecommunications and Other Electronic Devices

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

Any searches of personal telecommunications or other personal electronic devices will be conducted in accordance with law, and the device may be confiscated in order to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed.

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

Vehicles on Campus

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

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

Mandatory Drug-Testing Program

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

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

- All UIL-sponsored athletic, fine arts, and academic programs;
- Cavalettes;
- Red Rubies;
- Student athletic trainers;
- Color guard;
- Winter guard;
- Powerlifting;
- Speech and debate
- Texas Forensics Association;
- FFA;
- 4-H;
- Theater arts;
- Technical theater;

- VASE, Jr. VASE and Scholastic;
- HOSA;
- Model UN;
- DECA;
- Cavs Crew;
- Mock Trial;
- Film crew; and
- LT Fiddlers
- Dance
- Cheer

Additionally, any student in grades 9-12 who chooses to obtain a parking permit will be required to participate in the drug-testing program.

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

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

The district will test for the following substances: Amphetamines, Marijuana, Cocaine, Opiates, Methamphetamines, Heroin, Ecstasy, PCP, Barbiturates, Benzodiazepines, Propoxyphene; Synthetic Opiates; Cotinine/Nicotine.

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

SKATEBOARDS AND ROLLERBLADES

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

SPECIAL PROGRAMS

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

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

STANDARDIZED TESTING

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

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Students are encouraged to talk with the school counselor early during their junior year to determine the appropriate exam to take; these exams are usually taken at the end of the junior year. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT, and more information can be obtained on these assessments from the school counselor.

Note that participation in these assessments may qualify a student to receive a performance acknowledgment on his or her transcript under the foundation graduation program and may qualify as a substitute for end-of-course testing requirements in certain circumstances. A student's performance at a certain level on the SAT or ACT may also make the student eligible for automatic admission to a Texas public institution of higher education.

TSIA2 (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 (TSIA2) assessment. The TSIA2 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.

State of Texas Assessments of Academic Readiness (STAAR)

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

Grades 3-8

The following state assessments are required:

- Mathematics, annually in grades 3–8
- Reading Language Arts, 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.

Failure to Perform Satisfactorily on STAAR

If a student does not perform satisfactorily on the state assessment, the district will provide accelerated instruction for the student.

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.

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 English Language Learners - may be eligible for exemptions, accommodations, or deferred testing. For more information, see the principal, counselor, or Executive Director of Special Services.

An admission, review, and dismissal (ARD) committee for a student in grades 9-12 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). STAAR Spanish is available for eligible students in grades 3-5 for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

Personal Graduation Plans - Grades 6-8

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 things:

- 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 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.

High School Grades 9-12 - STAAR End-of-Course Assessments (EOC)

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

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

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

There will be three testing windows during the year in which a student may take an EOC assessment, which will occur during the fall, spring, and summer months. A student who does not achieve the minimum required score on any individual assessment will have an opportunity to retake the assessment.

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

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

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

Requesting Administration of STAAR in Paper Format

STAAR/EOC assessments are administered electronically. A parent, guardian, or teacher may request that a STAAR/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. Contact the Campus Testing Coordinator for more information and request a paper version.

Requests for paper format for a fall administration of a STAAR/EOC must be submitted no later than September 15 each school year.

Requests for paper format for a spring administration of a STAAR/EOC must be submitted no later than December 1 each school year.

Failure to Perform Satisfactorily on a STAAR/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 next school year through one of the following:

- 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.

When a student fails to perform satisfactorily on a required state assessment in the same subject area for two or more years, the district shall develop an accelerated education plan. Parents are encouraged to participate in developing this plan.

STUDENTS IN FOSTER CARE

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

Please contact Jennifer Garrigan, who has been designated as the district's foster care liaison, at 512-533-5940 with any questions.

STUDENTS WHO ARE HOMELESS

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

For more information on services for homeless students, please see the Programs and Services for Homeless Students webpage or contact the district's Liaison for Homeless Children and Youths, Jennifer Garrigan, at 512-533-5940.

SUMMER SCHOOL

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

LTISD also offers a summer school program for qualifying English language learners entering kindergarten and first grade. Please contact the district Coordinator of Emergent Bilingual and ESL Programs at 512-533-7935 for more information.

TELEPHONE

The telephones at school are for business and emergency use only. Students may use the school telephone only in unusual circumstances after obtaining permission from school personnel. Only emergency telephone messages will be delivered to students in class. Students need to make prior arrangements for social occasions and cannot use the business telephones for making arrangements.

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

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.

The district provides approved instructional materials to students free of charge for each subject or class. Students must treat any instructional materials with care, as directed by the teacher.

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 laptop, tablet, or other computing device. Exclusions will be made in situations where certain devices are not allowed, such as the administration of state assessments.

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

Any student failing to return an item in acceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage paid for by the parent; however, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

TRANSCRIPTS - GRADES 9-12

Students order official transcripts through Parchment, which will then be sent to colleges and/or universities of their choice. If students would like an unofficial transcript or have any additional questions, they need to contact their counselor or the campus registrar.

TRANSFERS

Classroom Transfers

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

Intradistrict Transfers

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

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

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

Interdistrict Transfers

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

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

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

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

TRANSPORTATION

All students who were registered for transportation and utilized transportation services in the spring of last year do not need to re-register for the upcoming school year. Your child's ridership will be assigned based on previously established routes. Any students who require transportation services this year but did not use them in the spring of last year will need to register. The form in Skyward will be a simple checkbox asking if you need transportation for your student(s). For more information, please contact the LTISD Transportation Department at 512-533-6070 or visit the Transportation webpage. Transportation services are not provided to students that are enrolled at a campus that is not located in their attendance zone/boundary, unless otherwise required by law or policy. Additionally, students residing within the two-mile rule are not provided transportation, unless otherwise required by law or policy. The parent or guardian of a student enrolled outside of his or her local school attendance boundary or of a student residing within the two mile rule shall provide their own transportation to school.

The responsibility and goal of the transportation department of Lake Travis Independent School District is to provide safe, economic transportation for all qualifying students to and from school. This service is provided to all qualifying students at no cost to students. Parents can check bus routes, stops, and schedules by visiting the Transportation webpage. Students shall observe the following school bus rules of conduct in addition to all the rules indicated in the Student Code of Conduct. Any violation of these rules can result in disciplinary consequences, including student's suspension from the bus or exclusion from riding the bus.

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

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

General Rules

- Observe the same conduct as in the classroom.
- No profane language, inappropriate behavior or vandalism.
- No food, gum or drinks (water only).
- Footballs, basketballs, volleyballs and skateboards must be kept in a backpack.
- No tobacco, e-cigarettes, alcohol, drugs, sharp objects or weapons.
- No screaming, yelling or horse playing.
- Stay in your seat, face forward and buckle up at all times.
- Keep your head, hands, feet and objects to yourself and inside the bus at all times and out of the aisle.
- Following the driver's instruction, the driver is authorized to assign seats.
- No electronic video/audio recording or pictures.
- Headphones or earbuds are required while listening to electronic devices.
- Students can have only one designated stop in the morning and one in the afternoon.
- Students K-2nd must have a parent, guardian, babysitter, sibling 3rd - 5th grade, etc to exit the bus at their designated bus stop. If no one is able to accept K-2nd, the student

will be returned to the campus. If the student has been returned to the campus three (3) times, transportation services are no longer available for the semester.
- Board and leave the bus at designated stops only.
- Ride only the bus to which you are assigned.
- Only in emergency situations may a student ride a bus to which he/she is not assigned. The campus must be notified by 1:00 p.m. A temporary bus pass will be issued to the student.
- Students may be required to walk up to ½ of a mile to arrive at the bus stop.
- Students must have a SMART Tag ID badge issued by the district to board and disembark the bus. Please see the section below regarding SMART Tag information and rules.

Procedures for Waiting for the Bus

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

Rules for Loading the Bus

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

Rules for Students While on the Bus

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

- No glass containers.
- No live animals or insects.
- No eating or chewing gum.
- Electronic devices are allowed. Pictures, videoing, etc. are not **allowed**. Bus drivers have the authority to take up the device if it becomes a safety issue or if inappropriate. Students will receive electronic devices back when students disembark.
- Students shall wear their seat belts at all times.

Rules After Unloading the Bus

- Cross the road in front of the bus only after checking traffic and after a signal from the driver to proceed.
- Do not attempt to re-board the bus after unloading.
- Be alert for the danger signal from the driver.
- The driver is not permitted to let students get off the bus at any other place than their regular bus stop unless the student receives authorization from the campus upon request of the parent. If an emergency arises and the parent must remove the student from the bus prior to his/her regular stop, the driver must obtain the name, picture ID, relationship, address and telephone number to guarantee the safety of our students.

Rules for School-Sponsored or Extra-Curricular Trips

- The aforementioned rules and regulations apply to any school-sponsored trip.
- The bus driver is charged with the full responsibility for the safe operation of the bus while on extra trips and is to follow the assigned route for the trip.
- The driver will expect the full cooperation and assistance of assigned sponsors, including support and assistance with monitoring student behavior and rule adherence.

Consequences

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

1st Notice	The driver will fill out a Parent Documentation Form and call the parents.
2nd Notice	The driver will fill out a Parent Documentation Form and a Bus conduct report. The driver will call the parents and a first letter will be sent home.
3rd Notice	The driver will fill out a Parent Documentation Form and a Bus Conduct Report. The driver will call the parents and a second letter will be sent home.
4th Notice	The driver will fill out a Bus Conduct Report. The Student Management Supervisor will call the parents and the student will be suspended from the bus for 3 days.
5th Notice	The driver will fill out a Bus Conduct Report. The Student Management Supervisor will call the parents and the student will be suspended from the bus for 5 days.

6th Notice	The driver will fill out a Bus Conduct Report. The Student Management Supervisor will call the parents and the student will be suspended from the bus for 1 month.
7th Notice	The driver will fill out a Bus Conduct Report. The Student Management Supervisor will call the parents and the student will be suspended from the bus for the remainder of the year.

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

The Director of Transportation or his/her designee shall report each bus suspension to the campus administrator. In the event a parent believes the punishment is unjust, the parent may request a conference with the Director of Transportation and the campus administrator to resolve the matter.

Request to Ride Another Bus

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

SMART Tag

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

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

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

If a student loses or does not have his/her SMART Tag ID badge for three (3) days, the bus driver will manually enter the student's name into the system to ensure his/her safety and compliance with our program. You will receive a warning via email each day that your child did not have his/her SMART Tag ID badge. If your child does not have a badge on the fourth day, riding privileges will be suspended until a new ID badge is obtained.

To purchase a replacement SMART Tag ID badge, parents should contact their child's respective campus front office. Replacement badges are $10.00 each.

Parents must register on the SMART Tag portal to receive text alerts or emails when their student's bus is 7-10 minutes away from the bus stop, to see the location of the bus, to add or amend guardians, and to receive all notifications (i.e. if the bus is delayed, student is missing SMART Tag ID badge).

Video / Audio Recording

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

TUTORIAL ASSISTANCE

Tutorials are provided for those students needing academic assistance. Students may also request tutorial assistance from individual teachers. Tutorial sessions may take place before, during or after the school day. Teachers are not allowed to tutor their students for pay.

VALUABLES

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

VANDALISM

Littering, defacing, or damaging school property is not tolerated. Students will be subject to disciplinary consequences, and may be required to pay for the damages. Students may also be subject to criminal consequences for such behavior.

VIDEO CAMERAS

For safety purposes, video and audio recording equipment is used to monitor activity on school property and student behavior, including on buses, and in common areas on campus, in parking lots, and at entrances/exits. Students will not be told when the equipment is being used.

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

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board may

make a written request for the district to place video and audio recording equipment in certain self-contained special education classrooms. The district will provide notice before placing a video camera in a classroom or other setting in which your child receives special education services. For more information or to request the installation and operation of this equipment, contact the principal or the Executive Director of Special Services, who the district has designated to coordinate the implementation of and compliance with this law.

[See EHBAF (LOCAL).]

VISITORS TO THE SCHOOL

Escorting Students to Class (Grades K-5)

All parents may escort their student(s) to the classroom the first day of school. After the first day of school, parents of Kindergarten students may continue to escort their Kindergarten student to the classroom for the remainder of the first week of school. After the first week of school, parents will no longer be allowed to escort their students to the classroom. Students who continue to need assistance will be supported by campus staff. Newly enrolled students throughout the school year will operate on these same basic requirements.

General Visitors

Parents and others are welcome to visit District schools. Visitors, other than a student's parent or legal guardian, must have the written permission of the parent or legal guardian before they will be allowed to visit a child at school. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the campus' main office. All visitors must sign in using the district's Visitor Management System. After checking in, visitors will be given a badge to wear throughout the duration of the visit. Visitors will be required to leave a valid government issued ID with the front office staff to receive a visitor badge. The ID will be returned when the badge is returned and the visitor signs out.

- Visitations are limited to areas approved during check-in.
- Parents or other visitors must have a previously-scheduled appointment to meet with teachers or other staff.
- Parents and other visitors may not attend recess.
- Please make other arrangements for pre-school children rather than bringing them for the visit. The school does not have childcare facilities, and the activities of preschoolers distract students, teachers, and parents.
- Parents or other family members may attend lunch with his/her elementary student as space permits after the first two weeks of school in accordance with the procedures discussed in the Lunch section of this handbook.
- School-age friends or relatives of district students may visit only at lunch times and with the parent of the LTISD student.
- Visitors are not permitted to shadow LTISD students during the instructional day, unless a specific exception has been approved by the campus administrator.
- Visitors to campus shall not interact with other students in an attempt to resolve a negative situation. All parents are directed to report problems to the teacher, staff, and/or campus administration in lieu of personal intervention.
- 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.

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

The following Guidelines apply to classroom visits/observations:

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

Unauthorized Persons

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

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

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with FNG(LOCAL) or GF(LOCAL).

Visitors Participating in Special Programs for Students

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

VOLUNTEERS

Volunteers are an integral part of the educational process. They enrich the learning experience and provide increased motivation and improved confidence for our students. Volunteers may serve in many different areas. Volunteers should sign in at the rotunda office each time they come to the building and also process through the visitor management system to receive a badge. Volunteers will be required to leave a valid government issued ID with the front office

staff to receive a visitor badge. The ID will be returned when the badge is returned and the visitor signs out. The badge must be prominently displayed.

Opportunities at elementary schools are available throughout the year for parents or interested community members to assist as part of the volunteer program. Adults are welcome to help in the classroom at the teacher's request. Since special events are planned as extensions of students' learning, children who are not students may not be included in field trips, class parties, and class activities. However, non-school aged siblings who are accompanied by their parents are welcome to eat lunch with their student, space permitting, after the first two weeks of school and in accordance with the procedures found in the Lunch section in this handbook.

Parents are encouraged to participate in organized volunteer activities while considering the well-being and need for their child's independent socialization. For more information, visit the LTISD Volunteer Program webpage.

VOTER REGISTRATION

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

WAIVER OF FEES

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

WALKERS AND BICYCLE RIDERS (Grades PK-5)

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

- Ride single file with the traffic.
- Do not ride double.
- Walk single file against the flow of traffic.
- Wear helmets when riding bicycles.
- Walk bike while on school property and at crosswalks.absences
- Skateboard and rollerblades, and Heelys (shoes with wheels) are prohibited.

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

WITHDRAWING FROM SCHOOL

When a student under age 18 withdraws from school, the parent or guardian must complete the LTISD withdrawal form, specifying the reasons for withdrawal, where the student will be moving to, and the final day the student will be in attendance. All withdrawal forms must be turned in to the campus registrar. A copy of the parent or guardian's photo ID is also required.

Withdrawal forms are located on the district website. If the student will be homeschooled, the parent or guardian must also complete the LTISD homeschool form.

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

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

GLOSSARY

Accelerated instruction is an intensive supplemental program designed to help an individual student acquire the knowledge and skills required at his or her grade level. It is required when a student does not meet the passing standard on a state-mandated assessment.

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

ACT-Aspire is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

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

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

CPS stands for Child Protective Services.

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

DFPS stands for the Texas Department of Family and Protective Services.

DPS stands for the Texas Department of Public Safety.

DSHS stands for the Texas Department of State Health Services.

ED stands for the U.S. Department of Education.

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

ESSA is the federal Every Student Succeeds Act.

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

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

IGC is the individual graduation committee, formed in accordance with state law, to determine a student's eligibility to graduate when the student has failed to demonstrate satisfactory performance on no more than two of the required state assessments.

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

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

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

Safe and Supportive School Team is a team established at each campus that is responsible for conducting a threat assessment regarding individuals who make threats of violence or exhibit harmful, threatening, or violent behavior and determining appropriate intervention, and providing guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community, school, or individual.

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. This is only available in grades 3-5.

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.

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 A - LAKE TRAVIS ISD ACCEPTABLE USE POLICY (AUP)

Located on the District Website under Departments > Technology & Information Systems > Technology Links > Student Links

https://www.ltisdschools.org/cms/lib/TX01800016/Centricity/domain/27/documents/Student_AUP_for_handbook.doc

APPENDIX B - LTISD CHROMEBOOK HANDBOOK

Located on the District Website under Departments > Technology & Information Systems

https://www.ltisdschools.org/Page/4333

APPENDIX C - FFI (LOCAL) STUDENT WELFARE: FREEDOM FROM BULLYING

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

APPENDIX D - EHDE (LOCAL) AND (LEGAL): ALTERNATIVE METHODS FOR EARNING CREDIT - DISTANCE LEARNING

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