2015-16

AUSTIN INDEPENDENT SCHOOL DISTRICT

STUDENT CODE OF CONDUCT & HANDBOOK

AUSTIN
Independent School District

2015–2016
Acknowledgment Form for the Student Code of Conduct, the Student Handbook, and the Acceptable Use Policy

Dear Student and Parent:

As required by state law, the Austin Independent School District has officially adopted the Student Code of Conduct in order to promote a safe and orderly learning environment for every student. Also attached are the Student Handbook and the Acceptable Use of Technology Policy, to provide information that students and parents may need during the school year.

We urge you to read this publication thoroughly and to discuss it among your family. If you have any questions about requirements and expectations, we encourage you to speak with your student's teacher or the campus principal.

The student and parent should each sign this page in the space provided below and then return the page to the student's school. Failure to sign and return this receipt **does not** take away the responsibility to abide by the contents of the Student Code of Conduct, Student Handbook, or Acceptable Use Policy.

My child and I have received the Austin ISD Student Code of Conduct, Student Handbook, and Acceptable Use Policy for 2015–2016. I understand that these documents provide information that my child and I may need during the school year and that all students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the Student Code of Conduct.

Printed name of student:_____

Signature of student:_____

Signature of parent:_____

Date:_____

Please sign and date this page, remove it from the handbook, and return it to your child's school.

Thank you.

Austin Independent School District Acceptable Use Guidelines

The Superintendent or designee shall implement, monitor, and evaluate electronic media resources for instructional and administrative purposes and shall develop and implement administrative regulations, guidelines, and user agreements, consistent with the purposes and mission of the District, District policy, and law.

Availability of Access: Access to the District's technology resources, meaning electronic communications and computer systems and equipment, is a privilege, not a right. Access shall be made available to students and employees primarily for instructional and administrative purposes and in accordance with administrative regulations, district policy and law.

RULES FOR APPROPRIATE USE

- If you are assigned an individual account for hardware and Internet access, you are responsible for not sharing the password for that account with others.
- You will be held responsible at all times for the proper use of District technology resources, and the District may suspend or revoke your access if you violate the rules.
- The account is to be used primarily for educational purposes, but some limited personal use is permitted.
- As applicable, you must comply with the District's record management program, the Texas Open Meetings Act, the Public Information Act, the Family Educational Rights and Privacy Act (FERPA), including retention and confidentiality of student and district records, and campaign laws.
- As applicable, you must maintain the confidentiality of health or personnel information concerning District employees and colleagues, unless disclosure serves lawful professional purposes or is required by law.
- Remember that people who receive email from you with a school address might think your message represents the school's point of view.

INAPPROPRIATE USES

- Using technology resources for any illegal purpose or in violation of district policy.
- Damaging electronic communication systems or electronic equipment including: a) knowingly or intentionally introducing a virus to a device or network, or not taking proper security steps to prevent a device or network from becoming vulnerable; b) disfiguring or altering equipment, or displaying lack of reasonable care in its use.
- Disabling or attempting to disable any Internet filtering device. Requests to disable a filtering device should be made to the District's technology coordinator.
- Accessing sites not authorized under the District's filtering policies. Encrypting communications to avoid security review.
- Using someone's account without permission.
- Pretending to be someone else when posting, transmitting, or receiving messages.
- Attempting to read, delete, copy, modify, or interfere with another user's posting, transmittal, or receipt of electronic media.
- Using resources to engage in conduct that harasses or bullies others.
- Posting, transmitting, or accessing materials that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal.
- Using inappropriate language such as swear words, vulgarity, ethnic or racial slurs, and any other inflammatory language.
- Posting or transmitting pictures of students without obtaining prior permission from all individuals depicted or from parents of depicted students who are under the age of 18.

- Violating others' intellectual property rights, including downloading or using copyrighted information without permission from the copyright holder.
- Use of unlicensed software, or altering district installed software.
- Wasting school resources through improper use of the District's technology resources, including creating and distributing chain letters, sending spam, or setting up equipment so that it can act as an "open relay" for third-party spammers, or providing products or services for pay, i.e., outside employment.
- Sending unauthorized broadcasts to official or private distribution lists, regardless of content or recipients.
- Gaining unauthorized access to restricted information or resources.
- If you are a student:
    - Posting or transmitting personal information about yourself or others, such as addresses and phone numbers.
    - Responding to requests for personally identifying information or contact from unknown individuals.
    - Making appointments to meet in person people met online. If a request for such a meeting is received, it should be reported to a teacher or administrator immediately.

Consequences for Inappropriate Use: Noncompliance with applicable regulations will result in a) suspension of access to District technology resources; b) revocation of account; c) disciplinary action consistent with District policies and regulations. (See AISD Student Code of Conduct, Policy BBI, CQ and DH, Employee Standards of Conduct Code of Ethics and Standard Practice for Texas Educators). Violations of law may result in criminal prosecutions as well as disciplinary action by the District.

Reporting Violations: Immediately report any known violation of the district's applicable policies, Internet Safety Plan or acceptable use guidelines to the technology coordinator or, if you are a student, to a supervising teacher. You must report requests for personally identifying information or contact from unknown individuals as well as any content or communication that is abusive, obscene, pornographic, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal.

Monitored Use and Filtering: Electronic mail transmissions and other use of the electronic communications shall not be considered confidential and may be monitored at any time by designated staff to ensure appropriate use for educational or administrative purposes. Each District computer with Internet access shall have a filtering device or software that blocks access to visual depictions that are obscene, pornographic, inappropriate for students, or harmful to minors, as defined by the federal Children's Internet Protection Act and as determined by the Superintendent or designee.

Internet Safety: Austin ISD controls students' access to inappropriate materials, as well as materials that are harmful to minors. AISD also makes every effort to ensure student safety and security when using District electronic communications including a) preventing unauthorized access, hacking and other unlawful activities, b) restricting unauthorized disclosure, use, and dissemination of personally identifiable information regarding students, and c) educating students about cyberbullying awareness and response, as well as appropriate online behavior.

Education: Education in the proper use of technology resources will be provided for employees and students with emphasis on safe and ethical use. Education is designed to promote district standards and acceptable use of technology resources as set forth in the AISD Internet Safety Plan, Board Policy, and Acceptable Use Guidelines. Education promotes student safety in electronic communications, including the internet, appropriate online behavior, and cyberbullying awareness and response. Users will be provided copies of the District's acceptable use guidelines.

Vandalism Prohibited: Any malicious attempt to harm or destroy District equipment or materials, data of another user of the District's system(s), or any of the agencies or other networks that are connected to the Internet is prohibited. Deliberate attempts to compromise, degrade, or disrupt system performance may be viewed as violations of District policies and administrative regulations and, possibly, as criminal activity under applicable state and federal laws.

Forgery Prohibited: Forgery or attempted forgery of electronic mail messages is prohibited. Attempts to read, delete, copy, or modify the electronic mail of other system users or deliberate interference with the ability of other system users to send/receive electronic mail is prohibited.

Warning: System users and parents of students with access to the District's electronic communication system(s) should be aware that use of the system may provide access to other electronic communications systems in the global electronic network that may contain inaccurate or objectionable material.

Disclaimer: The District's system is provided on an "as is, as available" basis. The District does not make any warranties, whether expressed or implied, with respect to any services provided by the system(s) and any information or software contained therein. The District does not warrant that the functions or services performed by, or that the information or software contained on the system will meet the system user's requirements, or that the system will be uninterrupted or error-free, or that defects will be corrected. Opinions, advice, services, and all other information expressed by system users, information providers, service providers, or other third party individuals in the system are those of the providers and not the District. The District will cooperate fully with local, state, or federal officials in any investigation concerning or relating to misuse of the District's electronic communication system(s).

Disclaimer of Liability: The District shall not be liable for the users' inappropriate use of the District's electronic communication resources or violations of copyright restrictions, users' mistakes or negligence, or costs incurred by users. The District shall not be responsible for ensuring the accuracy or usability of any information found on the Internet. The Superintendent or designee will oversee the District's electronic communication system(s). Oversight of the posting of official district, campus, or division/department materials on the District's electronic communication system(s) will be the responsibility of the superintendent, principal, or division/department supervisor or designee. The District's system(s) will be used only for administrative and instructional purposes consistent with the District's mission and goals.

Copyright: Copyrighted software or data may not be placed on any system connected to the District's system(s) without permission from the holder of the copyright. Only the owner(s) or individuals the owner(s) specifically authorized may upload copyrighted material to the system(s).

I understand that my use/my student(s)' use of the District's technology resources is not private and that the District will monitor my/my student(s)' activity. I have read these acceptable use guidelines and agree to abide by the provisions. I hereby release the District, its operators, and any of its affiliated institutions from any and all claims and damages of any nature arising from my use of or inability to use these resources, including without limitation, the type of damages identified in the District's policies and administrative regulations.

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AUSTIN ISD STUDENT CODE OF CONDUCT
Adopted by the AISD Board of Trustees on August 5, 1996

Revised June 16, 2014

Purpose

Education in this community represents a significant commitment of financial and human resources. The benefits a student derives from this investment depend very much on the student's attitude toward learning and the student's adherence to high standards of behavior. The Student Code of Conduct that follows is the District's specific response to requirements of Chapter 37: Discipline; Law and Order of the Texas Education Code. The law requires the District to define misconduct that may or must result in a range of specific disciplinary consequences. This code is an outgrowth of collaboration among District and campus staff, parents, and other community members. This Code, adopted by the AISD Board of Trustees, provides information and direction to students and parents regarding standards of behavior as well as consequences of misconduct. In the case of conflict between the Student Code of Conduct and Board policy, the Student Code of Conduct will prevail.

References are made throughout this document to Chapter 37 of the Texas Education Code (TEC) which governs various aspects of the Student Code of Conduct. The TEC and AISD policies, regulations and exhibits concerning discipline and behavior management can be accessed on-line:

TEC: http://www.statutes.legis.state.tx.us/

AISD policies, regulations and exhibits: http://archive.austinisd.org/inside/policy/

Parents who have questions or concerns about student discipline decisions arising from violations of the Code should contact the campus principal or Associate Superintendent.

Parents who have questions or concerns about discipline arising from violations of the Code for students with disabilities should contact the Department of Special Education.

I. EXPECTATIONS FOR STUDENT BEHAVIOR

AISD Mission Statement: In partnership with parents and our community, AISD exists to provide a comprehensive educational experience that is high quality, challenging, and inspires all students to make a positive contribution to society.

In order to achieve this mission, all students will demonstrate the aptitude, attitude, and skills to lead responsible, fulfilling, and respectful lives; and all students will understand the components of a healthy lifestyle. To ensure that students learn in an environment that is safe and free from disruption, each student is expected to:

- Demonstrate courtesy and respect for others.
- Behave in a responsible manner.
- Attend all classes regularly and on time.
- Avoid violations of the Student Code of Conduct.
- Prepare for each class; take appropriate materials and assignments to class.
- Cooperate with or assist the school staff in maintaining safety, order and discipline.
- Be well-groomed and dress appropriately according to district or campus dress code.
- Respect the property of others, including District property and facilities, and,
- Respect the rights and privileges of other students and of teachers and other District staff.

A student whose behavior shows disrespect for others, including interference with their access to a public education and/or a safe environment, will be subject to disciplinary action. The District or individual schools may impose campus or classroom rules in addition to those found in the Student Code of Conduct. These rules may be listed in the campus student handbooks or posted in classrooms and may or may not constitute violations of the Student Code of Conduct.

In general, discipline will be designed to correct the misconduct and to encourage all students to adhere to their responsibilities as citizens of the school community. Disciplinary action and the length of the assignment will draw on the professional judgment of teachers and administrators and on a range of discipline management techniques. Disciplinary action will be related to, but not limited to, the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, whether the student was acting in self-defense, the effect of the misconduct on the school environment, intent or lack of intent at the time the student engaged in the conduct, and requirements of law (e.g., IDEA, 504). Because of these factors, discipline for a particular offense (unless otherwise specified by law) may bring into consideration varying techniques and responses.

These techniques may be used alone or in combination for Student Code of Conduct and non-Student Code of Conduct violations, such as campus or classroom rules:

- Verbal correction,
- Cooling-off time or "time-out",
- Seating changes in the classroom or vehicles owned or operated by the district,
- Counseling by teachers, counselors, or administrative personnel,
- Parent-teacher conferences,
- Confiscation of items that disrupt the educational process,
- Behavioral contracts,
- Sending the student to the office or other assigned area, or to in-school suspension,
- Assignment to another classroom,
- Detention,
- Restriction or revocation of bus district transportation privileges,
- Assigned school duties other than class tasks,
- Withdrawal of privileges, such as participation in extracurricular activities and eligibility for seeking and holding honorary offices,
- Techniques or penalties identified in individual student organizations' codes of conduct,
- School-assessed and school-administered probation,
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy,
- Referral to outside agency and/or legal authority for criminal prosecution in addition to disciplinary measures imposed by the District, and/or,
- strategies and consequences as specified by the Student Code of Conduct or deemed appropriate by the campus administrators, such as suspension, removal, or expulsion.

Note: Corporal punishment is not permitted in AISD.

When disciplinary consequences require a conference or hearing, the school district will make a good-faith effort to inform the student and the student's parent or guardian of the time and place of the conference or hearing. The district may hold the conference or hearing regardless of whether the student, the student's parent or guardian, or another adult representing the student attends.

Discipline Authority

School rules and the authority of the District to administer discipline apply whenever the interest of the school is involved on or off school grounds in conjunction with or independent of classes and school-sponsored activities. The District has disciplinary authority over a student:

- During the regular school day, when the student is within 300 feet of the school's real property boundary line, and while the student is going to and from school on District transportation.
- During lunch periods in which a student is allowed to leave campus.

- While the student is in attendance at any school-related activity, including summer school, regardless of time or location.
- For any school-related misconduct, regardless of time or location.
- When criminal mischief is committed on or off school property or at a school-related event.
- When retaliation against a school employee or volunteer occurs or is threatened, regardless of time or location.
- When the student commits a felony offense in the community, as provided by the Texas Education Code.
- Pursuant to any code of conduct adopted at the campus level relating to participation in a student club, organization, or extracurricular activity.
- For certain mandatory DAEP and discretionary expulsion offenses, within 300 feet of school property as measured from any point on the school's real property boundary line.
- For any mandatory expulsion offense committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas.
- When the student is required to register as a sex offender.

Note: In addition to disciplinary consequences, misdemeanor and felony offenses committed on campus will be reported to and handled by the appropriate law enforcement agency. Please see attached **Student Handbook** or district policy FNF for information about searches.

II. GENERAL MISCONDUCT

A. Definition of General Misconduct

Prohibited conduct includes, but is not limited to, the following at school, in vehicles owned or operated by the district, and at all school-related activities.

General Violations of Rules/Miscellaneous

- Repeatedly violating communicated campus or classroom standards of behavior.
- Failing to comply with directives given by school personnel.
- Behaving in any way that disrupts the school environment or educational process.
- Disobeying rules for conduct on school buses.
- Leaving school grounds or school-sponsored events without permission.
- Cheating or copying the work of another.
- Violating the district or campus dress code.
- Gambling.
- Damaging or vandalizing property owned by others.
- Defacing or damaging school property including textbooks, lockers, furniture, and other equipment with graffiti or by other means.
- Falsification of records, passes, or other school related documents, including paper records and computer records.
- Engaging in conduct that constitutes criminal mischief.
- Stealing, theft, robbery.
- Engaging in any misbehavior that gives school officials reasonable cause to believe that such conduct will substantially disrupt the school program or incite violence.
- Inappropriate discharge of a fire extinguisher.

- Violating safety rules.
- Violating any local, state, or federal laws.

Inappropriate Physical or Verbal Conduct

- Hazing.
- Committing extortion, coercion, or blackmail (obtaining money or another object of value from an unwilling person), or forcing an individual to act through the use of force or threat of force.
- Use of profanity, vulgar language or obscene gestures.
- Engaging in conduct that constitutes sexual or gender-based harassment or sexual abuse, whether by word, gesture, or any other sexual conduct, including requests for sexual favors.
- Name-calling, ethnic or racial slurs, or derogatory statements that school officials have reason to believe will disrupt the school program or incite violence.
- Bullying, defined as when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the district and a school district's board of trustees or the board's designee determines that the behavior 1) 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 2) Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student. This conduct is considered bullying if it 1) Exploits an imbalance of power between the student perpetrator who is engaging in bullying and the student victim through written or verbal expression or physical conduct; and 2) Interferes with a student's education or substantially disrupts the operation of a school.
- Harassment, defined as conduct that threatens to cause harm or bodily injury to another student, is sexually intimidating, causes physical damage to the property of another student, subjects another student to physical confinement or restraint or maliciously and substantially harms another student's physical or emotional health or safety.
- Dating violence, which occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control another 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.
- Throwing objects that can cause bodily injury or property damage.
- Fighting.
- Making false accusations or hoaxes regarding school safety.
- Aggressive, disruptive action or group demonstration that substantially disrupts or materially interferes with school activities.
- Engaging in inappropriate physical or sexual contact.
- Engaging in threatening behavior toward another student or district employee or property, including the creation of a hit list, defined as a list of people targeted to be harmed, using a firearm, a knife, or any other object with the intent to cause bodily harm.
- Recording the voice or image of another without the prior consent of the individual(s) being recorded or in any way that disrupts the educational environment or invades the privacy of others.
- Engaging in Assassin or any other organized mock killing or elimination game involving, but not limited to strikes, kills or hit lists, regardless of means (e.g., toy guns, markers).

Prohibited Items

- Student possession and use of paging devices or cellular telephones must be in accordance with District and campus policy.
- Possessing or using matches or a lighter.
- Possessing, smoking, or using tobacco products, including electronic cigarettes (e-cigarettes), electronic vaping devices, personal vaporizers (PV), or electronic nicotine delivery systems.
- Possession or distribution of pornographic materials.
- Possessing published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety; using e-mail or Web sites at school to encourage illegal behavior; or threatening school safety.
- Behaving in a manner that contains the elements of an offense relating to abusable glue or aerosol paint or relating to volatile chemicals.
- Selling, giving, delivering, possessing, using, or being under the influence of an alcoholic beverage; committing a serious act or offense while under the influence of alcohol.
- Possessing, selling, using, or distributing medicines that are available without a prescription in a manner that is not consistent either with the medicine's intended use as indicated on the manufacturer's labeling or with district policy concerning the handling of such medicines.
- Violating the district's policy on taking prescription drugs or over the counter drugs at school.
- Abusing the student's own prescription drug, giving a prescription drug to another student, or possessing or being under the influence of another person's prescription drug.
- Possessing drug paraphernalia.
- Possessing or selling look-alike drugs or items attempted to be passed off as drugs and contraband.
- Selling, giving, delivering, possessing, using or being under the influence of marijuana, a controlled substance, or a dangerous drug.
- Possessing or using any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists.
- Possession of a razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person.
- Possession of knives, bladed instruments, switchblade knives, BB guns, air guns, toy guns, chemical dispensing devices, mace/pepper spray, fireworks, replica firearms, electronic stunning devices, ammunition, home-made weapons, and other dangerous items.
- Use, exhibition, or possession of the following: A firearm (defined on page 12); an illegal knife, such as a knife with a blade over 5 1/2 inches; hand instrument, designed to cut or stab another by being thrown; dagger, including but not limited to a dirk, stiletto, and poniard; bowie knife; sword; spear; a club; or a prohibited weapon, such as an explosive weapon; a machine gun; a short-barrel firearm; a firearm silencer; a butterfly knife; knuckles; armor-piercing ammunition; or zip gun.

Inappropriate use of Computers/Internet/Email

- Violating policies, rules, or any agreements signed by the student or the student's parent regarding the use of technology resources.
- Attempting to access or circumvent passwords or other security-related information of the district, students, or employees or uploading or creating computer viruses, including off school property if the conduct causes a substantial disruption to the educational environment.
- Attempting to alter, destroy, or disable district technology resources, including but not limited to, computers and related equipment, district data, the data of others, or other networks connected to the district's system, including off school property if the conduct causes a substantial disruption to the educational environment.

- Using email or websites to engage in or encourage illegal behavior or threaten school safety, including off property if the conduct causes a substantial disruption to the educational process.
- Sending, posting, or possessing electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including cyberbullying and "sexting," either on or off school property if the conduct causes a substantial disruption to the educational environment.

The following definitions apply throughout the code:

Use: This term means a student has smoked, ingested, injected, imbibed, inhaled, drunk, or otherwise taken internally, on or off campus, a prohibited substance recently enough that it may be detectable by, but not limited to, the following: the student's appearance, actions, breath, or speech.

Under the influence: This term means a student's faculties are noticeably impaired by alcohol and/or drugs, but the student need not be legally intoxicated. Impairment of a person's physical and/or mental faculties may be evidenced by a pattern of abnormal or erratic behavior and/or the presence of physical symptoms of drug or alcohol use.

Possession: This term means actual care, custody, control, or management of an object or substance. A student shall be considered in possession of any substance or object prohibited or regulated by this Code if the substance or object is: (1) on the student's person or in the student's personal property, including but not limited to the student's clothing, purse, book bag, or briefcase; (2) in any private vehicle used by the student for transportation to or from school or school-related activities, including but not limited to an automobile, truck, motorcycle, or bicycle; or (3) in any school property used by the student, including but not limited to a locker or a desk.

B. Consequences for General Misconduct

Students who engage in general misconduct as defined in Part A will be disciplined. Campus administration will make a good faith effort to contact the parent/guardian concerning any violation of the Student Code of Conduct within a reasonable amount of time. Students will be disciplined through the use of any appropriate discipline management techniques as listed on page 2; by the removal of the student from the regular classroom environment and placement of the student at a Disciplinary Alternative Education Program (see III. B. **"Removal to a Disciplinary Alternative Education Program"**); or by the suspension of the student as provided below.

Removal from the School Bus

Since the district's primary responsibility in transporting students in district vehicles is to do so as safely as possible, the operator of the vehicle must focus on driving and not have his or her attention distracted by student misbehavior. Therefore, when appropriate disciplinary management techniques fail to improve student behavior or when specific misconduct warrants immediate removal, the bus driver may refer a student to the principal's office to maintain effective discipline on the bus. The principal must employ additional discipline management techniques, as appropriate, which can include restricting or revoking a student's bus riding privileges, in accordance with law.

Removal by Teacher [TEC 37.002(b)(d)]

A teacher also has the authority to remove a student. A teacher may remove from class a student who has been documented by the teacher to repeatedly interfere with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn; or whose behavior the teacher determines is so unruly, disruptive, or abusive that it seriously interferes with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn. [TEC 37.002(b)] A teacher or administrator may also remove a student from class for an offense for which a student may be suspended and/or placed in a Disciplinary Alternative Education Program. [TEC 37.002(d)] If the following offenses are committed against the teacher, the student may not be returned to the class without the teacher's consent: assault with bodily injury, aggravated assault, sexual assault, or aggravated sexual assault. The principal or appropriate administrator must send a copy of the teacher's documentation or of the Code of Conduct violation to the student's parent or guardian within 24 hours of receiving it.

Conference

When a student is removed from the regular classroom, a conference will be scheduled within three school days with the student's parent/guardian, the teacher, and the student. Pending the conference, the principal or other appropriate administrator may place a student:

- In another appropriate classroom.
- In in-school suspension.
- On home suspension.
- In a Disciplinary Alternative Education Program

(See page 16 for students with disabilities.)

After the conference, the principal will notify the student and parent(s) of the consequences of the Student Code of Conduct violation. When a student has been formally removed from class [TEC 37.002], the principal or other administrator may not return the student to the teacher's class without the appropriate teacher's consent unless the Placement Review Committee (described below) determines that the teacher's class is the best or only alternative.

Placement Review Committee [TEC 37.003]

Each school will establish a three-member committee composed of two teachers chosen by the faculty and one member chosen by the principal. In addition, there will be one alternate member chosen by the faculty. The purpose of this committee is to determine placement of a student when a teacher refuses the return of a student to the teacher's class and to make recommendations to the district regarding re-admission of expelled students.

Suspension [TEC 37.005]

Students may be suspended for any behavior listed in the Student Code of Conduct as a general misconduct violation, Disciplinary Alternative Education Program placement, or expellable offense. In addition, suspensions may be used for students who have committed a removal or expulsion offense and for whom a conference or hearing is pending. State law allows a student to be suspended from school for up to three school days per offense, with no limit on the number of times a student may be suspended in a semester or school year. (***See page 16 for students with disabilities.)*** A student who is to be suspended will be afforded due process via an informal conference by the principal or other appropriate administrator advising the student of the conduct with which he or she is charged and giving the student the opportunity to explain his or her version of the incident. The duration of a student's suspension, which cannot exceed three school days, will be determined by the principal or other appropriate administrator. Any restrictions on participation in school-sponsored or school-related extracurricular and noncurricular activities will be determined by the principal or other appropriate administrator.

III. DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM (DAEP)

A. Behavior Subject to Removal to a DAEP

Mandatory Removals

A student **must** be placed in a Disciplinary Alternative Education Program if the student commits any of the following offenses on school property, including a parking lot, parking garage, or other parking area owned by the school district, or on a school bus, or within 300 feet of the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off of school property [TEC 37.006]:

- Engaging in conduct punishable as a felony.
- Committing an assault with injury.
- Selling, giving, delivering, possessing, using or being under the influence of marijuana, a controlled substance, or a dangerous drug in an amount not constituting a felony offense.
- Selling, giving, or delivering an alcoholic beverage; committing a serious act or offense while under the influence of alcohol.

- Possessing, using, or being under the influence of an alcoholic beverage.
- Behaving in a manner that contains the elements of an offense relating to abusable glue or aerosol paint or relating to volatile chemicals.
- Behaving in a manner that contains the elements of the offense of public lewdness.
- Behaving in a manner that contains the elements of the offense of indecent exposure.

Possessing any item, other than those defined as firearms under state and federal law ***(see page 12 regarding firearms)***, capable of propelling a projectile and causing injury, by any means, including, but not limited to spring, compressed air, spring-piston, pneumatic, or CO2. Examples include, but are not limited to, BB guns, Airsoft guns, pellet guns, and any protective device designed to administer an electric shock.

- Possessing a home-made weapon, defined as a device or item that was manufactured, modified, or adapted by an individual for the purpose of inflicting harm to another by its use or intended use.

In addition, a student **must** be placed in a Disciplinary Alternative Education Program if the student:

- Engages in conduct that contains the elements of the offense of retaliation against any school employee, regardless of where or when the conduct occurs. (Committing retaliation in combination with another expellable offense is addressed in the expulsion section of this Student Code of Conduct).
- Making a terroristic threat; false alarm or report (e.g., bomb threats).
- Is ordered by a juvenile court to attend a district DAEP as a condition of probation (pertains to unexpelled students).
- Engages in conduct off-campus and while the student is not in attendance at a school-sponsored or school-related activity and:
    1. Is placed on deferred prosecution by Juvenile Court for conduct defined as aggravated robbery or a felony in Title 5 of the Penal Code (Title 5 includes both misdemeanor and felony offenses "against the person");
    2. Is found to have engaged in delinquent conduct for aggravated robbery or a felony as specified by Title 5 of the Penal code; and/or
    3. Is believed by the Superintendent or the Superintendent's designee to have engaged in aggravated robbery or conduct defined as a felony offense in Title 5 of the Penal Code.

A student under 10 years of age who engages in expellable conduct described in Section 37.007 shall receive educational services in the district's Disciplinary Alternative Education Program. A student under the age of six may not be removed to a Disciplinary Alternative Education Program (as described in 37.008) unless they commit a federal firearms offense.

Discretionary Removals

A student **may** also be removed from class and placed in a Disciplinary Alternative Education Program under Section 37.008 based on conduct occurring off campus and while the student is not in attendance at a school-sponsored or school-related activity if:

- The superintendent or the superintendent's designee has a reasonable belief that the student has engaged in conduct defined as a felony offense other than aggravated robbery or those defined in Title 5, Penal Code, and
- The continued presence of the student in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process.

In addition, students **may** be removed from class and placed in a Disciplinary Alternative Education Program who are found to be:

- Involved in a public school fraternity, sorority, secret society or a gang, including participating as a member or pledge, or soliciting another person to become a pledge or member of such a group.
- Involved in criminal street gang activity. A criminal street gang is defined as three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of criminal activities.

A student **may** also be removed to a Disciplinary Alternative Education Program for serious or persistent misbehavior. The District defines "persistent" to be two or more violations of the Student Code of Conduct in general or repeated occurrences of the same violation. A student may be removed for persistent misbehavior if behavior interventions have not been successful and it is determined that removal to a DAEP is necessary to improve the student's behavior. The District defines "serious" offenses as offenses that pose physical danger to the student, others or to property.

A student may be assigned to a long-term in-school suspension program in lieu of a discretionary removal if the student does not present a safety concern to the campus. The campus principal has the authority to assign students to this program as the result of a disciplinary conference.

B. Removal to a Disciplinary Alternative Education Program

The Board delegates to the principal the authority to remove a student to a Disciplinary Alternative Education

Program in which the student will be separated from the other students for the entire school program day and will be provided instruction in the core subjects with the goal of reaching/maintaining grade level. Counseling will also be provided to the student. The duration of a student's placement in a DAEP will be determined on a case-by-case basis. The maximum period of a DAEP placement is the end of the current school year, unless it is determined that the student is a threat to the safety of other students or to the District employees; or an extended placement is in the best interest of the student. The Board delegates to the Superintendent or designee the authority to consider appeals of such removals. The District will provide transportation for students assigned to a Disciplinary Alternative Education Program, so long as the students behave appropriately. Secondary students will be removed to the Alternative Learning Center and elementary students will be removed to the elementary DAEP.

Teacher/Administrator Removal [37.006]

A teacher shall remove a student from class and send him/her to the principal or other appropriate administrator if the student engages in an offense specified under 37.006. When a violation of 37.006 is alleged, the principal or other appropriate administrator will schedule a conference with the student's parent, teacher, and the student within three school days of receiving the violation report. The duration of a student's placement in a Disciplinary Alternative Education Program is the decision of the principal.

Until a conference can be held as a result of a teacher removal or administrator removal, the principal or other appropriate administrator may place a student:

- In another appropriate classroom.
- In in-school suspension.
- In a Disciplinary Alternative Education Program.
- On home suspension.

At the conference, due process will be afforded. The principal or other appropriate administrator will explain the allegations against the student and give the student an opportunity to explain his or her version of the incident.

Appeal

The principal's decision to place a student in the Disciplinary Alternative Education Program may be appealed to the Associate Superintendent (Level I), the Chief Academic Officer or designee (Level II), the Superintendent or designee (Level III), and the Board (Level IV). The student and/or the student's parent or guardian will be given notice of their right to appeal a removal. The appeal must be received by the district within seven District business days of the date of the removal notice. Any decision made on a student's appeal by the Board cannot be appealed. Consequences will not be deferred pending the outcome of an appeal.

A student and/or the student's parent or guardian may appeal to the Board the Superintendent's decision to continue placement after the district has received notification of the prosecutor's decision not to prosecute or a court finding that the student is not guilty or did not engage in delinquent conduct. ***(See page 16 for students with disabilities.)***

Participation in Activities

The District does not permit a student who is placed in a DAEP to participate in any school-sponsored or school-

related extracurricular or cocurricular activity, including seeking or holding honorary positions and/or membership in school-sponsored clubs or organizations.

Please see district policy FMH concerning removals for graduating seniors and participation in commencement activities.

Review Every 120 days

A student placed in a Disciplinary Alternative Education Program will be provided a review of the student's status by the principal or other appropriate administrator of the student's home school at intervals not to exceed 120 days. At the review, the student or the student's parent or guardian must be given the opportunity to present arguments for the student's return to the regular classroom or campus. In the case of a high school student, the Board's designee, with the student's parent or guardian, shall review the student's progress towards meeting high school graduation requirements and shall establish a specific graduation plan for the student. The district is not required under this subsection to provide in the District's Disciplinary Alternative Education Program a course not specified under Section 37.008(a). Students shall be given the opportunity to complete coursework required for graduation. Please contact the DAEP administration for additional information.

If the student was removed for an assaultive offense against the teacher, the student may not be returned to the classroom of the teacher who removed the student without the teacher's consent, unless it is determined by the Placement Review Committee that this is the best or only alternative available.

Removal Beyond the End of the School Year

For placement in a Disciplinary Alternative Education Program to extend beyond the end of the school year, the principal or other appropriate administrator must determine that the student's presence in the regular classroom or campus presents a danger of physical harm to students or others.

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

Students whose removals continue into the next school year are not prohibited from attending summer programs unless determined to present a danger of physical harm to students or others.

Emergency Placement in DAEP [Section 37.019]

In situations which the principal or other appropriate administrator consider to be an emergency, the principal may order the immediate placement of a student when a student is so unruly, disruptive, or abusive that the student's presence seriously interferes with a teacher's ability to communicate effectively with the students in a class, with the ability of the student's classmates to learn, or with the operation of school or a school-sponsored activity. As required by law, the student will be given the appropriate conference required for placement in a DAEP within ten days.

Continuation of Placement in DAEP

A student's placement in a Disciplinary Alternative Education Program (DAEP) may be continued (by another conference) if he or she fails to complete the requirements of a DAEP program during the term of his or her removal to such a program or engages in another offense for which placement in a DAEP is required or permitted.

Admission of Removed Students

The District will decide on a case-by-case basis the placement of a student who enrolls in the District and was assigned to a DAEP in another district, including a district in another state or an open-enrollment charter school. The District may place the student in the District's DAEP or a regular classroom setting.

IV. PLACEMENT AND/OR EXPULSION FOR CERTAIN SERIOUS OFFENSES

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

A. Registered Sex Offenders

Upon receiving notification in accordance with state law that a student is currently required to register as a sex

offender, the administration must remove the student from the regular classroom and determine appropriate placement unless the court orders placement in a Juvenile Justice Alternative Education Program (JJAEP).

If the student is under any form of court supervision, including probation, community supervision, or parole, the placement will be in either a DAEP or JJAEP for at least one semester (the equivalent of one semester is 87 school days).

If the student is not under any form of court supervision, the placement may be in the DAEP or JJAEP for one semester (the equivalent of one semester is 87 school days) or the placement may be in the regular classroom. The placement may not be in the regular classroom if the board or its designee determines that the student's presence:

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

Review Committee

At the end of the first semester (87 school days) of a student's placement in a DAEP or JJAEP and before the beginning of each school year for which the student remains in an alternative placement, the district shall convene a committee, in accordance with state law, to review the student's placement. The committee, whose membership will include the appropriate Associate Superintendent or designee, will recommend whether the student should return to the regular classroom or remain in the placement. Absent a special finding, the board's designee, the General Counsel, must follow the committee's recommendation.

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

Continuation of Placement

If a student enrolls in the district during a mandatory placement as a registered sex offender, the district may count any time already spent by the student in a placement or may require an additional semester (87 school days) in an alternative placement without conducting a review of the placement.

Appeal

A student or the student's parent may appeal the placement by requesting a conference between the board or its designee, the student, and the student's parent. The conference is limited to the factual question of whether the student is required to register as a sex offender under Chapter 62 of the Texas Code of Criminal Procedures. Any decision of the board's designee, the Chief Academic Officer or designee, under this section is final and may not be appealed.

B. Certain Felonies

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

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

aggravated robbery or a Title V felony offense.

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

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

Hearing and Required Findings

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

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

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

Length of Placement

The student is subject to the placement until:

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

Continuation of a Placement

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

V. EXPULSION

A. Offenses Subject to Expulsion [TEC 37.007 and 37.125]

Mandatory Expulsions

A student **must** be expelled for any of the following offenses if committed on school property, including a parking lot, parking garage, or other parking area owned by the school district, or on a school bus, or while attending a school-sponsored or school-related activity on or off school property:

Bringing to school a firearm, as defined by federal law as:

- Any weapon (including a starter gun), which will or is designed to or which may readily be converted to expel a projectile by the action of an explosive.
- The frame or receiver of any such weapon.
- Any firearm muffler or firearm silencer.
- Any destructive device, such as any explosive, incendiary, or poison gas bomb, or grenade.

Use, exhibition, or possession of the following, under the Texas Penal Code:

- A firearm (defined as any device designed, made or adapted to expel a projectile through a barrel by using the energy generated by an explosion or burning substance or any device readily convertible to that use).
- An illegal knife, such as a knife with a blade over 5 1/2 inches; hand instrument, designed to cut or stab

another by being thrown; dagger, including but not limited to a dirk, stiletto, and poniard; bowie knife; sword; or spear.

- A club, including nunchucks.
- A prohibited weapon, such as an explosive weapon; a machine gun; a short-barrel firearm; a firearm silencer; a butterfly knife; knuckles; armor-piercing ammunition, a zip gun, or a tire deflation device.

Behavior containing the elements of the following under the Texas Penal Code:

- Aggravated assault, sexual assault, or aggravated sexual assault.
- Arson.
- Murder, capital murder, or criminal attempt to commit murder or capital murder; manslaughter; or criminally negligent homicide.
- Indecency with a child.
- Continuous sexual abuse of a young child or children.
- Aggravated kidnapping.
- Aggravated robbery.
- Behavior punishable as a felony that involves the selling, giving, or delivering to another person, possessing, using, or being under the influence of marijuana, a controlled substance, a dangerous drug, or alcohol; or committing a serious act while under the influence of alcohol.
- Retaliation against a school employee combined with one of the above-listed offenses on or off school property or at a school-related activity.

Discretionary Expulsions

Any Location

A student may be expelled for:

- Engaging in conduct that contains the elements of an offense under Section 22.01, Penal Code (assault with injury is when a person intentionally, knowingly or recklessly causes bodily injury to another, including the person's spouse) in retaliation against a school district employee or volunteer.
- Criminal mischief if punishable as a felony.
- Making a terroristic threat; false alarm or report (e.g., bomb threats) involving a public school.
- Breach of computer security, defined as accessing a district's computers, computer system, or computer network and knowingly altering, damaging, or deleting district property or information.
- Engaging in conduct that contains the elements of one of the following offenses against another student, without regard to where the conduct occurs:
    - Aggravated assault.
    - Sexual assault.
    - Aggravated sexual assault.
    - Murder.
        - Capital murder.
        - Criminal attempt to commit murder or capital murder.
        - Aggravated robbery.

At School, Within 300 feet, or at a School Event

A student may be expelled for:

- Engaging in any of the following offenses if committed on school property or within 300 feet of the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:
  - Engaging in conduct that contains the elements of an offense under Section 22.01, Penal Code (assault with injury is when a person intentionally, knowingly or recklessly causes bodily injury to another, including the person's spouse) against a school district employee or volunteer.
  - Engaging in conduct that contains the elements of the offense of deadly conduct under 22.05 of the Penal Code.
- Engaging in any of the following offenses if committed within 300 feet of the school's real property boundary line:
  - Aggravated assault, sexual assault, or aggravated sexual assault.
  - Arson.
  - Murder, capital murder, or criminal attempt to commit murder or capital murder;
  - Indecency with a child, aggravated kidnapping, manslaughter, criminally negligent homicide, or aggravated robbery.
  - Continuous sexual abuse of a young child or children.
  - Committing a felony drug- or alcohol- related offense.
  - Using, exhibiting, or possessing a firearm, an illegal knife, a club, or prohibited weapon.

In addition, a student **may** be expelled for any offense that is a state-mandated expellable offense if the offense is committed on the property of another district in Texas **or** while the student is attending a school-sponsored or school-related activity at a school in another district in Texas.

A student may be expelled for serious misbehavior if a student is already in a Disciplinary Alternative Education Program and continues to violate the *District's Student Code of Conduct* despite documented interventions at the DAEP.

B. Expulsion [TEC 37.007]

The Board delegates the authority to expel students to the Superintendent or Superintendent's designee. A student under 10 years of age who engages in expellable conduct described in Section 37.007 shall receive educational services in the district's Disciplinary Alternative Education Program. A student under the age of six may not be removed to a Disciplinary Alternative Education Program (as described in 37.008) unless they commit a federal firearms offense. The duration of a student's expulsion will be determined on a case-by-case basis. The maximum period for an expulsion is a calendar year unless it is determined that the student is a threat to the safety of other students or to the District employees; or an extended placement is in the best interest of the student. Students who commit offenses requiring expulsion at the end of one school year may be expelled into the next school year to complete the assigned term of expulsion. ***(See page 16 for students with disabilities.)***

Hearing and Notice

The principal or other appropriate administrator will schedule a hearing within a reasonable time with the student's parents, the teacher, and the student. The student's parent or guardian will be invited in writing to attend the hearing. If the school district makes a good-faith effort to inform the student and the student's parent or guardian of the time and place of the hearing, the district may hold the hearing regardless of whether the student, the student's parent or guardian, or another adult representing the student attends. [37.009(f)]

Placement Pending Hearing

Until a hearing can be held, the principal or other appropriate administrator may place the student: In another appropriate classroom.

- In in-school suspension.
- On home suspension.
- In a Disciplinary Alternative Education Program.
- On emergency expulsion

Due Process

A student facing expulsion will be given appropriate due process as required by the U. S. Constitution. The student is entitled to:

- The right to an adult representative who is not a District employee or legal counsel who can provide guidance to the student.
- An opportunity to testify and to present evidence and witnesses in the student's defense.
- An opportunity to question the district's witnesses called by the district at the hearing.

Notification

After the hearing, notification of the principal's or other appropriate administrator's recommendation will be provided in writing. If the student is to be expelled, not later than the second business day after the hearing, the Board's designee will deliver to the juvenile court a copy of the order expelling the student and information required by Section 52.04 of the Family Code.

Firearm Violations

State and federal law require a student to be expelled from the regular classroom for a period of at least one calendar year for bringing a firearm, as defined by federal law, to school. However, the Superintendent or designee may modify the length of the expulsion on a case-by-case basis. Expelled students may receive educational services in the District's Disciplinary Alternative Education Program or the Juvenile Justice Alternative Education Program. Students under the age of ten shall receive educational services in the district's Disciplinary Alternative Education Program.

Admission of Expelled Students

The District will decide on a case-by-case basis the placement of a student who is subject to an expulsion order from another district or open-enrollment charter school and who requests admission into the District.

Participation in Activities

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

Academic Credit

No District academic credit will be earned for work missed during the period of expulsion [unless the student is enrolled in a Juvenile Justice Alternative Education Program].

Appeal

The student and/or the student's parent or guardian will be given notice of their right to appeal an expulsion. The appeal must be received by the district within seven District business days of the date of the expulsion order. Expulsion recommendations are made by the campus administration. Expulsion orders are approved by the Associate Superintendent. Expulsions can be appealed to the Chief Academic Officer or designee (Level II), the Superintendent or designee (Level III), and the Board (Level IV). The decision of the Board may be appealed by trial de novo to the Travis County District Court. Consequences will not be deferred pending the outcome of an appeal.

Emergency Expulsion [Section 37.019]

In an emergency, the principal or other appropriate administrator **may** order the immediate expulsion of a student when the continued presence of the student on campus poses a danger of imminent harm to persons or property. When an emergency expulsion occurs, the student and parent and/or guardian will be given oral notice of the reason for the action. This will be followed by written notification.

A student who is expelled on an emergency basis will be released to the student's parent, parent's representative, medical providers, or law enforcement authorities. Within a reasonable amount of time after the emergency expulsion, the student will be given appropriate due process required for a student facing expulsion. For a student with disabilities the term of the student's emergency expulsion is subject to the requirements of federal law.

VI. PLACEMENT IN A JUVENILE JUSTICE ALTERNATIVE EDUCATION PROGRAM [TEC 37.011]

Students who are expelled under the provisions of this Student Code of Conduct and who are subsequently placed on probation by the Travis County Juvenile Court will be ordered by the Court to attend an alternative education program operated by the Court. The Board of Trustees has entered into an agreement with the Travis County Juvenile Board outlining the Juvenile Board's responsibilities concerning the establishment and operation of the Juvenile Justice Alternative Education Program and conditions for payments from the District to the Juvenile Board. Details of this relationship are defined in agreements available for public inspection upon request to the Superintendent.

VII. STUDENTS WITH DISABILITIES

Individuals with Disabilities Education Act (IDEA)

A student with disabilities may be ordered to an appropriate interim alternative education setting, another setting, or suspension for not more than 10 school days (to the extent such alternatives would be applied to students without disabilities). School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a student with a disability.

Within 10 school days of any decision to change the placement the ARD committee must determine whether the behavior of the student is a manifestation of the student's disability. When making a manifestation determination, the ARD committee shall review all relevant information in the student's file, including the student's individualized education program (IEP), any teacher observations, and any relevant information provided by the parents to determine: (1) if the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or (2) if the conduct in question was the direct result of failure to implement the IEP. If either is applicable the conduct shall be determined to be a manifestation of the student's disability. If the behavior is determined to be a manifestation of the student's disability, the ARD shall conduct a functional behavioral assessment and implement a behavioral intervention plan if such assessment for conduct was not completed prior to the behavior. If a behavioral intervention plan has been developed, the ARD shall review the plan, modify it, as necessary, to address the behavior, and return the student to the placement from which removed unless the parent and school agree to a change of placement as part of the modification of the behavioral intervention plan.

If the behavior is determined not to be a manifestation of the student's disability, disciplinary procedures applicable to students without disabilities may be applied to the student in the same manner and for the same duration in which the procedures would be applied to students without disabilities. A student with a disability who is removed from the student's current placement shall continue to receive educational services, so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP, and receive, as appropriate, a functional behavioral assessment, behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur.

If (1) the student carries a weapon to school or to a school function; or (2) the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function, or (3) the student has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function, the student with disabilities may be removed to an appropriate interim alternative placement for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability. If behavior is found not to be a manifestation of the student's disability student may be removed for the same amount of time that a student without a disability would be subject to discipline.

The school shall notify the parents of that decision and of all procedural safeguards no later than the date on which the decision to take disciplinary action is made.

Nothing in the code shall be construed to prohibit the school district from reporting a crime committed by a student with a disability to appropriate authorities. The school district must ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by the authorities to whom it reports the crime.

The parent of a student with a disability who disagrees with any decision regarding disciplinary placement, or the manifestation determination, may request a hearing. During the appeal the child shall remain in the interim alternative educational setting pending the decision or until the expiration of the time period whichever occurs first, unless the parent and the district agree otherwise. The state or district shall arrange for an expedited hearing, which shall occur within 20 school days of the date the hearing is requested and shall result in a determination within 10 school days after the hearing.

Protections for Students Not Yet Eligible

A student who has not been determined to be eligible for special education and related services and who has engaged in behavior that violates a code of student conduct, may assert any of the protections mentioned previously, if the district has knowledge that the student was a student with a disability before the behavior that precipitated the disciplinary action occurred. **Basis of knowledge includes** (1) the parent of the student has expressed concern in writing to administrative personnel that the student is in need of special education and related services; (2) the parent has requested an evaluation of the student; or (3) the teacher of the student, or other district personnel has expressed specific concerns about a pattern of behavior demonstrated by the student, directly to the director of special education or to other supervisory personnel of the district. Note: If the parent of the student has not allowed an evaluation of the student or has refused services or the student has been evaluated and it was determined that the student was not a student with a disability, the district shall not be deemed to have knowledge that the student is a student with a disability.

If the district does not have knowledge that a student is a student with a disability prior to taking disciplinary measures against the student, the student may be subjected to disciplinary measures applied to students without disabilities who engaged in comparable behaviors. If a request is made for an evaluation of a student during the time period in which the student is subjected to disciplinary measures the evaluation shall be conducted in an expedited manner. If the student is determined to be a student with a disability, taking into consideration information from the evaluation and information provided by the parents, the district shall provide special education and related services, except that pending the results of the evaluation, the student shall remain in the educational placement determined by school authorities. Please see Texas Education Code 37.0021 for information on use of confinement, restraint, seclusion, and time-out (http://www.statutes.legis.state.tx.us/docs/ED/htm/ED.37.htm#37.0021).

504 Eligible Students with Disabilities under the American's with Disabilities Act Amendments Act (ADAAA/reauthorized in 2008) and Section 504 of the Rehabilitation Act Of 1973

Change of Placement: As with special education, similar procedures must be followed before a student under the protection of Section 504 may be ordered to an appropriate alternative education setting or any other change of placement. The committee, (comprised of person(s) knowledgeable about the student, the meaning of the evaluation data, and placement options), must decide whether the misbehavior is a manifestation of a student's disability, and must review the current 504 Accommodation Plan. The Section 504 Committee must include the campus 504 Coordinator, an administrator and a general education teacher; others may be included as appropriate to the student's disability. The 504 Committee should consider whether the student's behavior warrants any additional evaluation prior to a consideration of a change of placement. Under certain special conditions, the student with disabilities may be removed to an appropriate interim alternative placement for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability. The Special Circumstances include: (1) the student carries a weapon to school or to a school function; or (2) the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function, or (3) the student has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function. If behavior is found to not be a manifestation of the student's disability student may be removed for the same amount of time as student without a disability.

2015-16

AUSTIN INDEPENDENT SCHOOL DISTRICT

STUDENT HANDBOOK

AUSTIN
Independent School District

To Students and Parents:

Welcome to school year 2015-2016! 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 Austin Independent School District Student Handbook is designed to be a resource for some of the basic information that you and your child will need during the school year. In an effort to make it easier to use, the handbook is divided into two sections:

SECTION I: PARENTAL RIGHTS AND RESPONSIBILITIES—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.

SECTION II: OTHER IMPORTANT INFORMATION FOR STUDENTS AND FAMILIES—Information organized alphabetically by topic for quick access when searching for information on a specific issue.

Please be aware that the term "parent," unless otherwise noted, is used to refer to the parent, legal guardian, any person granted some other type of lawful control of the 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 Austin 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 may be found online at http://archive.austinisd.org/academics/parentsinfo/conduct_code/.

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

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

Also, please be aware that the handbook is updated yearly, while policy adoption and revision may occur throughout the year. Changes in policy or other rules that affect Student Handbook provisions will be made available to students and parents through newsletters or other communications. The district reserves the right to modify provisions of the Student Handbook at any time, whenever it is deemed necessary. Notice of any revision or modification will be given as is reasonably practical under the circumstances.

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

After reading through the entire handbook with your child, keep it as a reference during this school year. Also, please complete and return to your child's campus the following forms:

1. Student and Parent Acknowledgement Form; and
2. Acceptable Use Form.

Please note that references to policy codes are included so that parents can refer to current Board policy. The District's policy manual is available online at http://archive.austinisd.org/inside/policy/.

SECTION I: PARENTAL RIGHTS AND RESPONSIBILITIES

This section of the Austin Independent School District Student Handbook includes information related to certain rights and responsibilities of parents as specified in state or federal law. In addition, this document provides parental notices required by law.

PARENTAL INVOLVEMENT

Working Together

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

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all of your child's school activities and with the academic programs, including special programs, offered in the District.
- Discussing with the 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 middle school child and again once your child begins enrolling in courses that earn high school credit.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling** on page 41.]
- 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. [See **REPORT CARDS / PROGRESS REPORTS AND CONFERENCES** on page 69.]
- Becoming a school volunteer. [For further information, see policy GKG and **Volunteers** on page 81.]
- Participating in campus parent organizations. Parent organizations include: Parent Teacher Association (PTA), parent booster clubs and other organizations. Contact the school office for additional information.
- Serving as a parent representative on 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 your campus principal.
- Serving on the School Health Advisory Council (SHAC), assisting the District in ensuring local community values are reflected in health education instruction and other wellness issues. [See policies BDF, EHAA, and FFA and information in this handbook at **School Health Advisory Council (SHAC)** on page 44.]
- Being aware of the school's ongoing bullying and harassment prevention efforts. The district's anti-bullying webpage is located at www.austinisd.org/respectforall.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending Board meetings to learn more about District operations. [See policies BE and BED for more information.]
- Signing up for the Parent Cloud that will allow you to view your child's grades and attendance. Please contact your child's school for assistance.
- Participating in School Messenger. SchoolMessenger is an automated phone system that campuses and the school district use to keep students and families well-informed and connected. The system is a valuable outreach tool for use in alerting families to campus events and emergencies, such as bad weather delays or school closings. The SchoolMessenger system is also used to support student attendance and parental involvement, and to gather input from parents on critical issues.

Parent Support Office

The Parent Support Office, which provides parent involvement connections, strategies and support for parents of all District students, can be reached by calling 512-414-3189.

PARENTAL RIGHTS

CONSENT, OPT OUT, AND REFUSAL RIGHTS

Consent to Conduct Psychological Exams, Tests, or Treatment

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

Consent to Display a Student's Artwork, Photos, and Other Original Work

Teachers may display students' work, which may include personally identifiable student information, in classrooms or elsewhere on campus or other district facilities as recognition of student achievement

However, the district will seek parental consent before displaying students' artwork, special projects, photographs taken by students, and other original works on the district's website, a website affiliated or sponsored by the district, such as a campus or classroom website, and in district publications, which may include printed materials, videos, or by any other methods of mass communication. The district will also seek consent before displaying or publishing an original video or video recording in this manner.

Consent to Receive Parenting and Paternity Awareness Instruction

As a parent, if your child is under the age of 14, you must grant permission for your child to receive instruction in the District's parenting and paternity awareness program or your child will not be allowed to participate in the instruction. This program, developed by the Office of the Texas Attorney General and the State Board of Education (SBOE), is incorporated into the District's health education classes.

Consent Granting Permission to Video or Audio Record a Student When Not Otherwise Permitted by Law

As a parent, you may grant or deny any written request from the District to make a video or voice recording of your child. State law, however, permits the school to make a video or voice recording without parental permission for the following circumstances:

- When it is to be used for school safety;
- When it relates to and is used for classroom instruction or the enhancement of classroom instruction, a co-curricular or extracurricular activity; or
- When it relates to media coverage of the school.

Limiting or Requesting No Contact Students through Electronic Media

Teachers and other approved employees are permitted by the district to communicate with students through the use of electronic media within the scope of the individual's professional responsibilities. For example, a teacher may set up a social networking page for his or her class that has information related to class work, homework, and tests. As a parent, you are welcome to join or become a member of such a page.

An employee described above may also contact a student individually through electronic media to communicate about items such as homework or upcoming tests at reasonable times of the day, and in any case, not after10pm or before 6am.

An employee who does not have a valid educational purpose to contact a student will not use electronic media to communicate with a student in the role of employee.

However, instant or text messages sent to an individual student are only allowed if a district employee with responsibility for an extracurricular activity needs to communicate with a student participating in the extracurricular activity.

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

Objecting to the Release of Directory Information

The Family Educational Rights and Privacy Act, or FERPA, permits the district to disclose appropriately designated "directory information" from a child's education records without written consent. "Directory information" is information that is generally not considered harmful or an invasion of privacy if released. This information 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, telephone listing, photograph, place of birth, honors and awards received, dates of attendance, grade level, enrollment status, most recent educational institution attended, participation in officially recognized activities and sports, and weight and height of members of athletic teams. Unless a parent directs otherwise on a form provided by the District, the District shall release designated directory information to organizations or individuals that request the information and meet the specific purpose or group definition outlined below. Additionally, the District is required by law to release designated directory information to military recruiters and institutions of higher education for secondary students, unless a parent directs otherwise on a form provided by the District. The District shall only release directory information: 1) To organizations required by law as stated above; 2) For school related purposes that support the District's mission; and 3) To District-affiliated groups that require directory information to provide education services to the District's students. For purposes of this policy, "school-related purposes" shall include the following: yearbook, school pictures, graduation-related services and products, campus directories, newsletters, school/District websites (social media), awards, honors, local newspaper/media, artwork that is not considered an educational record, displays, extracurricular programs or events, school/District photos, school/District videos, and other activities/events as necessary to accomplish the mission of the District.

Participation in Third-Party Surveys

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

Your child will not be required to participate without parental consent in any survey, analysis, or evaluation that concerns:

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

Inspecting Surveys

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

Special Note on Student Surveys Administered by the District

By federal legislation, school districts are required to notify parents of all surveys regarding topics listed above.

The following paragraph serves as notification to our parents about district surveys of this type:

Students in grades 6-12 may be offered an opportunity in the spring to participate in an annual survey regarding student substance use and safety. Each year the Department of Research and Evaluation administers a survey that asks questions about student attitudes and behaviors that relate to substance use issues and school safety. The survey is anonymous and voluntary. Within a week of the survey administration, more information regarding the survey, as well as a time frame during which it will take place, will be mailed to the parents/guardians of students who are randomly selected to participate. Parents/guardians will be given an opportunity to view the survey and to decline their child's participation in the survey at that time. If you have questions regarding this survey, please contact the Department of Research and Evaluation at 512-414-1724.

"Opting Out" of Research

As a parent, you have a right to deny permission for your child's participation in any research activities that are conducted by parties external to the school district and that request student participation or disclosure of identifiable student data. There are two ways you may deny permission.

- **First, if AISD has approved the study under the Family Educational Rights and Privacy Act (FERPA) research exception guidelines (http://www2.ed.gov/policy/gen/guid/fpco/ferpa/parents.html), AISD will automatically exclude your child if you have denied access to directory information release on the Student Registration and Data Verification form that is part of the student registration packet.**
- **Second, in cases where individual permission is required, you will receive notification that provides information about what your child will be asked to do, what data will be shared, and how you may deny permission for your child's participation.**

If you have any questions, please contact Kevin Yeh in the Department of Research and Evaluation at 512-414-3642.

"Opting Out" of Activities

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

- School activities involving the collection, disclosure, or use of personal information gathered from your child for the purpose of marketing, selling, or otherwise disclosing that information.
- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student. Exceptions are hearing, vision, acanthosis nigricans, Fitnessgram (grades 3-12), or scoliosis screenings, or any physical exam or screening permitted or required under state law. [See policies EF and FFAA.]

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

Human Sexuality Instruction

As a part of the District's curriculum, students receive instruction related to human sexuality. The School Health Advisory Council (SHAC) is involved with the selection of course materials for such instruction.

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

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

most effective way to prevent pregnancy and sexually transmitted diseases; and

- If included in the content of the curriculum, teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates.

In accordance with state law, below is a summary of the District's curriculum regarding human sexuality instruction:

The Board shall select any instruction K-12 relating to human sexuality, sexually transmitted diseases, or human immunodeficiency virus (HIV) or acquired immune deficiency syndrome (AIDS) with the advice of the local School Health Advisory Council (SHAC). The instruction must:

- Present abstinence as the preferred choice of behavior for unmarried persons of school age;
- Devote more attention to abstinence than any other behavior;
- Emphasize that abstinence is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted diseases, infection with HIV/AIDS, and the emotional trauma associated with adolescent sexual activity;
- Teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates, if instruction on contraception and condoms is included in the curriculum;
- Prohibit the distribution or dissemination of contraceptive devices in District facilities;
- Be delivered in grades pre-K-12 in a developmentally and age-appropriate manner and include the most current and scientifically accurate information regarding child and adolescent health issues, contraception, and accurate information on
- failure rates, and risk reduction of sexually transmitted diseases (STDs), including HIV;
- Include communication, goal-setting, decision-making, assertiveness, limit-setting (including how to say "no"), anticipating circumstances of risk, anticipating consequences, and the refusal skills necessary to support a student's ability to avoid, postpone, and abstain from risk-taking behaviors prior to, and into, adulthood.

As a parent, you are entitled to review the curriculum materials. In addition, you may remove your child from any part of the human sexuality instruction with no academic, disciplinary, or other penalties. You may also choose to become more involved with the development of curriculum used for this purpose by becoming a member of the District's SHAC. Please see the campus principal for additional information.

For more information please consult policy EHAA(LEGAL and LOCAL), or contact Comprehensive Health Services at 512-414-9778.

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

You may request that your child be excused from recitation of a portion of the Declaration of Independence. State law requires students in social studies classes in grades 3–12 to recite a portion of the text of the Declaration of Independence during Celebrate Freedom Week unless (1) you provide a written statement requesting that your child be excused, (2) the District determines that your child has a conscientious objection to the recitation, or (3) you are a representative of a foreign government to whom the United States government extends diplomatic immunity. [See policy EHBK(LEGAL).]

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

As a parent, you may request that your 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 does not allow your child to be excused from participation in the required minute of silence or silent activity that follows. [See **PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE** on page 67 and policy EC(LEGAL).]

Removing a Student Temporarily from the Classroom for Religious or Moral Beliefs

You may remove your child temporarily from the classroom if an instructional activity in which your child is scheduled to participate, conflicts with your religious or moral beliefs. The removal cannot be for the purpose of avoiding a test and may not extend for an entire semester. Further, your child must satisfy grade-level and graduation requirements as determined by the school and by state law.

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

Instructional Materials

As a parent, you have a right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered to your child.

Notices of Certain Student Misconduct

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 or guardian 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.] Not withstanding this requirement, the District shall comply with any applicable court order of which the District has knowledge.

Accessing Student Records

You may review your child's student records. These records include, but may not be limited to, the following:

- 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 evaluation,
- Reports of behavioral patterns,
- State assessment instruments that have been administered to your child, and
- Teaching materials and tests used in your child's classroom.

Student Records

A federal law, known as the Family Educational Rights and Privacy Act, or FERPA, affords parents and eligible students certain rights with respect to the student's education records. For purposes of student records, an "eligible" student is on who is 18 or older or who is attending an institution of postsecondary education. These rights are:

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

Family Policy Compliance Office

U.S. Department of Education

400 Maryland Avenue, SW

Washington, DC 20202-5901

Both federal and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students certain rights of privacy. Before disclosing any personally identifiable information from a student's records, the District must verify the identity of the person, including a parent or the student, requesting the information.

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

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

Federal law requires that, as soon as a student becomes 18, is emancipated by a court, or enrolls in a postsecondary institution, control of the records goes to the student. The parents may continue to have access to the records, however, 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:

- District school officials who have what federal law refers to as a "legitimate educational interest" in a student's records. School officials would include trustees and employees, such as the Superintendent, administrators, and principals; teachers, counselors, diagnosticians, and support staff; a person or company with whom the District has contracted or allowed to provide a particular service or function (such as an attorney, consultant, auditor, medical consultant, therapist, or volunteer); a parent or student serving on a school committee; or a parent or student assisting a school official in the performance of his or her duties. "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; or investigating or evaluating program
- Authorized representatives of various governmental agencies, including juvenile service providers, U.S. Comptroller 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.
- Individuals granted access in response to a subpoena or court order.
- A school, school district, or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she is already enrolled.
- In connection with financial aid for which a student has applied or which the student has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school, in order to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses information it has designated as directory information.

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

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

For additional information on access to student records, please see policy FL.

Records may be inspected by a parent or eligible student during regular school hours. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review these records. A parent or eligible student who provides a written request to the Office of the Superintendent and pays copying costs of ten cents per page may obtain copies. The address to request records is Office of the Superintendent, 1111 West Sixth Street, Austin, Texas 78703, or via email at openrecords@austinisd.org .

A parent (or eligible student) may inspect the student's records and request a correction 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 Superintendent. 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 is handled through the general complaint process found in policy FNG(LOCAL). A grade issued by a classroom teacher can be changed only if, as determined by the Board of Trustees, the grade is arbitrary, erroneous, or inconsistent with the District's grading policy. [See FINALITY OF GRADES at FNG(LEGAL), **REPORT CARDS / PROGRESS REPORTS AND CONFERENCES** on page 69, and **STUDENT OR PARENT COMPLAINTS AND CONCERNS** on page 39 for an overview of the process.]

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. The district's policy regarding student records can be found at FL(LEGAL) and (LOCAL).

Please note:

Parents or eligible students have the right to file a complaint with the U.S. Department of Education if they believe the District is not in compliance with federal law regarding student records. The complaint may be mailed to:

Family Policy Compliance Office

U.S. Department of Education

400 Maryland Avenue, SW Washington, DC 20202-5901

Requesting Professional Qualifications of Teachers and Staff

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

STUDENTS WITH SPECIAL CIRCUMSTANCES

Accommodations for Children of Military Families

Children of military families will be provided flexibility regarding certain District requirements, including:

- Immunization requirements.
- Grade level, course, or educational program placement.
- Eligibility requirements for participation in extracurricular activities.
- Graduation requirements.

In addition, a child is eligible for enrollment in a tuition-free pre-kindergarten if the child is the child of an active duty member of the armed forced of the United States, including state military forces or a reserve component of the armed forces who is ordered to active duty by proper authority, or who was injured or killed while serving on active duty.

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

Additional information may be found at http://www.tea.state.tx.us/index2.aspx?id=7995.

Parental Role in Certain Classroom and School Assignments

Requesting Classroom Assignment for Multiple Birth Siblings

As a parent, if your children are multiple birth siblings (e.g., twins, triplets, etc.) assigned to the same grade and campus, you may request that they be placed either in the same classroom or in separate classrooms. Your written request must be submitted no later than the 14th day after the enrollment of your children. [See policy FDB(LEGAL).]

School Safety Transfers

As a parent, you may:

- Request the transfer of your child to another classroom or campus if your child has been determined by the district to have been a victim of bullying as the term is defined by Education Code 37.0832. Transportation is not provided for a transfer to another campus.
- Consult with district administrators if your child has been determined by the district to have engaged in bullying and the district decides to transfer your child to another campus. Transportation is not provided in this circumstance.
- [See **Bullying** on page 36, policy FDB and policy FFI.]
- Request the transfer of your child to attend a safe public school in the district if your child attends school at a campus identified by TEA as persistently dangerous or if your child has been a victim of a violent criminal offense while at school or on school grounds. [See policy FDE(Local).]
- Request the transfer of your child to another campus if your child has been the victim of a sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault. If the victim does not wish to transfer, the district will transfer the assailant in accordance with policy [See policy FDE.]

Request for the Use of a Service/Assistance Animal

A parent of a student who uses a service animal because of the student's disability must submit a request in writing to the principal at least ten district business days before bringing the service/assistance animal on campus so that appropriate accommodations can be assured.

Students in the Conservatorship of the State (Foster Care)

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

Students Who are Homeless

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

Students Who Have Learning Difficulties or Who Need or May Need Special Education Services

If a child is experiencing learning difficulties, the parent may contact the department listed below to learn about the District's overall general education referral or screening system for support services. This system links students to a variety of support options, including referral for a special education evaluation. Students having difficulty in the regular classroom should be considered for tutorial, compensatory, and other academic or behavior support services that are available to all students including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of school districts to meet the needs of all struggling students.

At any time, a parent is entitled to request an evaluation for special education services. Within a reasonable amount of time, the District must decide if the evaluation is needed ***at this time.*** The district is required to give parents the ***Notice of Procedural Safeguards—Rights of Parents of Students with Disabilities and Prior Written Notice within 5 days of the meeting when proposing or refusing an evaluation for special education.*** This written notice will include a statement that informs the parents of their rights, if they disagree with the District. Additional information regarding the Individuals with Disabilities Education Act (IDEA) is available from the school district in a companion document, ***A Guide to the Admission, Review, and Dismissal Process.***

The Prior Written Notice will explain the basis of the decision and any follow-up activities. If the evaluation is needed, the parent will be asked to provide informed written consent for the evaluation. The District must complete the evaluation and the report within 45 school days of the date the District receives the written consent. The District must give a copy of the report to the parent.

If the District determines that the evaluation is not needed, the District will provide Prior Written Notice (Notice of Decision) that will explain why the child will not be evaluated at this time and will identify the interventions and progress monitoring that will be put in place, if any.

The first designated contact regarding options for a child experiencing learning difficulties or a referral for evaluation is your campus counselor or Child Study Team. If additional assistance is needed please contact the Department of Special Education at 512-414-3272. The following web sites provide information to those who are seeking information and resources specific to students with disabilities and their families:

- Texas Project First, at http://www.texasprojectfirst.org/
- Partners Resource Network, at http://www.partnerstx.org

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

If a student is receiving special education services at a campus outside his or her attendance zone, the parent or guardian may request that any other student residing in the household be transferred to the same campus, if the appropriate grade level for the transferring student is offered on that campus. However, the District is not required to provide transportation to the other children in the household. The parent or guardian should speak with the Director of Transportation regarding transportation prior to requesting a transfer for any other children in the home. [See policy FDB(LOCAL).]

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 related to classroom instruction, local assessments, and state-mandated assessments.

Students With Physical or Mental Impairments Protected under Section 504

A child 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. 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 child is in need of services and supports under Section 504 to receive a free and appropriate public education (FAPE), as this is defined in federal law.

Please contact your campus 504 Coordinator or assistant principal regarding a referral for evaluation.

- Health and immunization information,
- Other medical records,
- Teacher and counselor evaluations,
- Reports of behavioral patterns, and
- State assessment instruments that have been administered to your child.

SECTION II: OTHER IMPORTANT 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 child to become familiar with the various issues addressed in this section. It is organized in alphabetical order to serve as a quick-reference when you or your child has a question about a specific school-related issue.

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, the other with how a child's attendance affects the award of a student's final grade or course credit—are of special interest to students and parents. They are discussed below.

Compulsory Attendance

Age 19 and Older

A student who voluntarily attends or enrolls after his or her 19th birthday is required to attend each school day until the end of the school year. If a student age 19 or older has 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.]

Between Ages 6 and 19

State law requires that a student between the ages of six and 19 attend school, as well as any applicable accelerated instruction program, extended year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

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

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

Prekindergarten and Kindergarten

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

Exemptions to Compulsory Attendance

All Grade Levels

State law allows exemptions to the compulsory attendance requirements for several types of absences if the student makes up all work. These include the following activities and events:

- Religious holy days;
- Required court appearances;
- Activities related to obtaining United States citizenship;
- Documented health-care appointments for the student or a child of the student, including absences for recognized services for students diagnosed with autism spectrum disorders, if the student comes to school or returns to school on the same day as the appointment. A note from the health-care provider must be submitted upon the student's return to campus; and
- For students in the conservatorship (custody) of the state,
    - An activity required under a court-ordered service plan; or
    - Any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours.

Secondary Grade Levels

In addition, a junior or senior student's absence of up to two days related to visiting a college or university will be considered an exemption, provided this has been authorized by the board under policy FEA(LOCAL), the student receives approval from the campus principal, follows the campus procedures to verify such a visit, and makes up any work missed.

Absences of up to two days in a school year will also be considered an exemption for:

- A student serving as an early voting clerk, provided the student notifies his or her teachers, and the student receives approval from the principal prior to the absences; and
- A student service as an election clerk, if the student makes up any work missed.

An absence of a student in grades 6 – 12 for the purpose of sounding "Taps" at a military honors funeral for a deceased veteran will also be excused by the district.

Failure to Comply with Compulsory Attendance

The academic success of every student in Austin Independent School District (AISD) is important to us; daily school attendance and arrival on time are critical to this success. It is the responsibility of the parent/guardian to monitor his or her child's attendance and require the child to attend school and arrive on time.

School employees must investigate and report violations of the state compulsory attendance law. A student absent without permission from school; from any class; from required special programs, such as additional special instruction, termed "accelerated instruction" by the state; or from required tutorials will be considered in violation of the compulsory attendance law and subject to disciplinary action. Chapter 25 of the Texas Education Code requires your child's attendance. According to this law, AISD:

- Shall initiate truancy prevention measures for the student, if a student fails to attend school without an excuse on 3 or more days or parts of days within a four-week period; and request a conference with parent/guardian.
- May file a complaint against the parent/guardian in a county, justice or municipal court and/or make a referral for a student to a truancy court for truant conduct (under Sec. 65.003 (a), Family Code), if a student fails to attend school without an excuse on 10 or more days or parts of days within a six-month period in the same school year and truancy prevention measures have not been effective.

For a student younger than 12 years of age, the student's parent could be charged with a criminal offense based on the student's failure to attend school.

At the secondary level "parts of days" is defined as missing more than one-half of any class period without an approved excuse. At the elementary level it is defined as missing part of the instructional day without an approved excuse.

All Grade Levels

School employees must investigate and report violations of the state compulsory attendance law. A student absent without permission from school; from any class; from required special programs, such as additional special instruction, termed "accelerated instruction" by the state; or from required tutorials will be considered in violation of the compulsory attendance law and subject to disciplinary action.

Age 19 and 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.

Between Ages 6 and 19

When a student between the ages 6 and 19 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 his or her child'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.

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 age 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).]

Attendance for Credit or Final Grade

To receive credit or a final grade in a class, a student 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 receive credit for the class or final grade if he or she completes 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 a final grade for the class.

If a student attends less than 75 percent of the days a class is offered or has not completed the plan approved by the principal, then the student will be referred to the attendance review committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade lost because of absences. [See policy FEC.]

In determining whether there were extenuating circumstances for the absences, the attendance committee will use the following guidelines in accordance with FEC(Local):

- All absences, whether excused or unexcused, will be considered in determining whether a student has attended the required percentage of days. If makeup work is completed, absences for the reasons listed at **Exemptions To Compulsory Attendance** on page 33 will be considered days of attendance for this purpose.
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the District.
- In reaching a decision about a student's absences, the committee will attempt to ensure that it is in the best

interest of the student.

- The committee will consider the acceptability and authenticity of documented reasons for the student's absences.
- The committee will consider whether the absences were for reasons over which the student or the student's parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit.

A parent or student may appeal the decision of the attendance committee to the Board in accordance with FEC(LOCAL) beginning at Level Three. The Level Three appeal notice must be filed in writing, on a form provided by the District, with the Superintendent in accordance with policy FNG(LOCAL).

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

Official Attendance – Taking Time

The district must submit attendance of its students to the TEA reflecting attendance at a specific time each day.

Official attendance is taken every day at 10 a.m.

A student absent for any portion of the day, including at the official attendance-taking time, should follow the procedures below to provide documentation of the absence.

Documentation after an Absence

When a student must be absent from school, the student – upon arrival or return to school - must bring a note signed by the parent that describes the reason for the absence. A note signed by the student, even with the parent's permission, will not be accepted unless the student is 18 or older. All notes should be provided within two days of returning to school.

The campus will document in its attendance records for the student whether the absence is considered by the district to be excused or unexcused. Please note that, unless the absence is for a statutorily allowed reason under compulsory attendance laws, the district is not required to excuse any absence, even if the parent provides a note explaining the absence.

Doctor's Note after an Absence for Illness

Upon return to school, a student absent for more than 5 consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student's extended absence from school.

Should the student develop a questionable pattern of absences, the principal or attendance committee may require a statement from a doctor or health clinic verifying the illness or condition that caused the student's absence from school. [See policy FEC(LOCAL).]

Driver License Attendance Verification

For a student between the ages of 16 and 18 to obtain a driver license, written parental permission must be provided for the Texas Department of Public Safety (DPS) to access the student's attendance records and, in certain circumstances, for a school administrator to provide the student's attendance information to DPS. A verification of enrollment (VOE) form may be obtained from the office, which the student will need to submit to DPS upon application for a driver license.

Release of Students from School

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

A student who will need to leave school during the day must bring a note from his or her parent that morning and follow the campus sign-out procedures before leaving the campus. Otherwise, a student will not be released from school at times other than at the end of the school day. Unless the principal has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the instructional day.

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

BULLYING

Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic methods, or physical conduct against another student on school property, at a school-sponsored or school-related activity, or in a district operated vehicle, and the behavior:

- Results in harm to the student or the student's property;
- Places a student in reasonable fear of physical harm or of damage to the student's property; or
- Is so severe, persistent, and pervasive that it creates an intimidating, threatening, or abusive educational environment.

This conduct is considered bullying if it exploits an imbalance of power between the student aggressor(s) and the student target and if it interferes with a student's education or substantially disrupts the operation of a school.

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. In some cases, bullying can occur through electronic methods, called "cyberbullying."

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, school counselor, principal, or another district employee as soon as possible to obtain assistance and intervention. The administration will immediately investigate any allegations of bullying or other related misconduct.

If the results of an investigation indicate that bullying has occurred, the administration will take appropriate disciplinary action. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying.

The district will also contact the parents of the victim and of the student who was found to have engaged in the bullying. Available counseling options will be provided to these individuals, as well as to any students who have been identified as witnesses to the bullying.

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

Upon the recommendation of the administration, the board my, in response to an identified case of bullying, decide to transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the student may also be transferred to another campus in the district. The parent of a student who has been determined by the district to be a victim of bullying may request that his or her child be transferred to another classroom or campus within the district. [Also see **School Safety Transfers** on page 30.]

A copy of the district's policy is available in the principal's office, superintendent's office, and on the district's website. Procedures related to reporting allegations of bullying may also be found on the district's website at www.austinisd.org/respectforall.

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

For students with a disability receiving special education services involved in bullying, harassment, and/or making hit lists, an ARD committee must review the conduct to determine if the behavior is a manifestation of the disability prior to a school administrator making a placement decision. (TEC 37.001(b-1))

[Also see **Dating Violence, Discrimination, Harassment, and Retaliation** on page 44, **School Safety Transfers** on page 30, Hazing on page 54, policies FFH and FFI, and the district improvement plan, a copy of which can be viewed in the campus office.]

CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS

The District offers career and technical education programs that align with the Achieve Texas 16 career clusters. These clusters are organized into programs of study that offer guidance to help students plan their educational experience based on their career goals and allow students to develop the knowledge and skills necessary for a successful transition into skilled employment, advanced training, an associate's degree, a bachelor's degree, or technical certification. Career programs of study represent a recommended sequence of courses based on a student's personal interests and career goals.

Cluster Areas:

- Education and Training
- Manufacturing
- Finance
- Marketing
- Human Services
- Health Sciences
- Hospitality and Tourism
- Architecture and Construction
- Information Technology
- Agriculture Food and Natural Resources
- Government and Public Administration
- Arts, AV Technology and Communications
- Business Management and Administration
- Law, Public Safety, Corrections and Security
- Transportation, Distribution and Logistics
- Science, Technology, Engineering and Mathematics

Other Career Courses:

- •Military Science Education
- Additional Middle School Career Related Courses

Admission to these programs is based on interest and aptitude, age appropriateness, and class space availability.

Austin ISD will take steps to ensure that lack of English language skills will not be a barrier to admission and participation in all educational and CTE programs. [Also see **NONDISCRIMINATION STATEMENT** on page 44 for additional information regarding the District's efforts regarding participation in these programs.]

CHILD SEXUAL ABUSE AND OTHER MALTREATMENT OF CHILDREN

The District has established a plan for addressing child sexual abuse and other maltreatment of children, which may be accessed by contacting the AISD Police Department at 512-414-1703. As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS). The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services can be contacted at 1-800-252-5400 or at http://www.txabusehotline.org).

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

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

As a parent, if your child is a victim of sexual abuse or other maltreatment, the campus counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (TDFPS) also manages early intervention counseling programs. To find out what services may be available in your county, see http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp.

The following Web sites might help you become more aware of child abuse and neglect:

http://www.childwelfare.gov/pubs/factsheets/whatiscan.pdf

http://kidshealth.org/parent/positive/talk/child_abuse.html

http://taasa.org/resources-2

http://www.oag.state.tx.us/AG_Publications/txts/childabuse1.shtml

http://www.oag.state.tx.us/AG_Publications/txts/childabuse2.shtml

Reports of abuse or neglect may be made to:

The CPS division of the TDFPS (1-800-252-5400 or http://www.txabusehotline.org).

CLASS RANK / HIGHEST RANKING STUDENT

Please refer to the Secondary School Information Guide (SSIG): http://archive.austinisd.org/academics/curriculum/school_guide/. Also see policy EIC.

CLASS SCHEDULES

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

If you need to change a course – transfer from one course to another – read the following guidelines carefully and make an appointment with your counselor to discuss your needs. It is strongly recommended that students and parents carefully select courses to be taken the following year in order to minimize the need for schedule changes. Seek the advisement of current teachers and the counselor to best determine the appropriate courses that are aligned with post-secondary plans.

- Students **may not** withdraw from a semester course after the fourth week of the semester. For a yearlong course, a student may not withdraw from a course after the fourth week of the first six weeks of the fall semester. However, to meet individual student needs, the principal may use his or her discretion to approve a course change.
- Students who withdraw from a course before the deadlines stated above will have the grade from the dropped course applied to the grade average for the new course. It is highly recommended that students transfer from one course to another in the same discipline.
- For University Interscholastic League (UIL) eligibility, a student can withdraw with no penalty regardless of grade in a course before the end of the fourth week of the first six weeks and remain eligible. A student who withdraws with a passing grade at any time and maintains the minimum number of required course enrollments remains eligible. Dropping an honors (weighted) class that is exempted for no pass no play does not cause loss of eligibility at any time if the student has a grade of 60 or above. Please see counselor for list of exempted courses.
- Receiving teachers will describe the knowledge and skills essential for success in the course and suggest ways to learn them. Students who request and receive a course change assume responsibility for the content of the entire course on the final exam.
- A middle school student may withdraw from a high school credit course for which a state EOC exam is required by the end of the fourth week of the fourth six weeks of the course. A middle school student may withdraw from any other high school credit course by the end of the fifth week of the last six weeks of the course. The final semester report card must reflect
- the new course to which the student transferred.

COLLEGE AND UNIVERSITY ADMISSIONS

For two school years following his or her graduation, a District student who graduates in the top ten percent, and in some cases, the top 25 percent, of his or her class is eligible for automatic admission into four-year public universities and colleges in Texas if the student:

- Completes the Recommended or Advanced/Distinguished Achievement Program; or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

Beginning with ninth graders in the 2014-15 school year, to be eligible for automatic admission to a Texas four-year college or university, a student must be on track to graduate with the distinguished level of achievement under the foundation graduation program. This means that a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses.

In addition, the student must submit a completed application for admission in accordance with the deadline established by the college or university. The student in ultimately responsible for ensuring that he or she meets the admission requirements of the university or college to which the student submits an application.

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the University's enrollment capacity for incoming resident freshmen. For students who are eligible to enroll in the University of Texas at Austin during

the summer or fall 2016 term, the University will be admitting the top eight percent of the high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

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

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

COLLEGE CREDIT COURSES

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, Advanced Placement (AP), or
- International Baccalaureate (IB) or college preparatory;
- Enrollment in an AP or dual credit course through the Texas Virtual School Network;
- Enrollment in courses taught at or in conjunction and in partnership with Austin Community College; and
- Certain CTE (Career Technical Education) courses.

All of these methods have eligibility requirements and must be approved prior to enrollment in the course. Please see the Secondary School Information Guide (http://archive.austinisd.org/academics/curriculum/school_guide/index.phtml) or your school counselor for more information. Depending on the student's grade level and the course, a state-mandated end-of-course assessment may be required for graduation and, if so, will affect a student's final course grade.

It is important to keep in mind that not all colleges and universities accept credit earned in all dual credit, IB, 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.

COMPLAINTS AND CONCERNS

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

For those complaints and concerns that cannot be handled so easily, the district has adopted a standard complaint

policy at FNG(LOCAL) in the district's policy manual. A copy of this policy and forms may be obtained in the principal's office or on the district's web site at http://archive.austinisd.org/inside/policy/.

In general, the student or parent should first discuss the complaint with the campus principal. If the outcome of that conference fails to meet the student's or parent's desired result, a formal complaint may be initiated within fifteen (15) days of the incident that resulted in the complaint, by completing the STUDENT/PARENT COMPLAINT FORM, FNG(EXHIBIT).

CONDUCT

As required by Sec. 37.0012 a person at each campus must be designated, by the principal, to serve as the Campus Behavior Coordinator. Responsibilities of the Campus Behavior Coordinator(s) include, but are not limited to, implementing behavioral interventions and notifying parents/guardians of any disciplinary actions that removes a student from the classroom.

Applicability of School Rules

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

School rules apply to all school 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.

Disruptions of School Operations

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

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

Social Events

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

A student attending a social event will be asked to sigh out when leaving before the end of the event; anyone leaving before the official end of the event will not be readmitted.

CONTAGIOUS DISEASES / CONDITIONS

To protect other students from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. If a parent suspects that his or her child has a contagious disease, the parent should contact the school nurse or principal so that other students who might have been exposed to the disease can be alerted. Students with a temperature of greater than 99.9 will be sent home from school and cannot return until they are fever free for 24 hours without the use of fever reducing medication.

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

COUNSELING

Academic Counseling

Elementary and Middle School Grade Levels

The school counselor is available to students and parents to talk about the importance of postsecondary education and how best to plan for postsecondary education, including appropriate courses and financial aid availability and requirements.

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

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 spring, secondary students entering grades 6-12 will be provided information on anticipated course offerings for the next school year and other information that will help them make the most of academic and CTE opportunities.

To plan for the future, each student should work closely with the counselor in order to enroll in the high school courses that best prepare him or her for attendance at a college, university, or training school, or for pursuit of some other type of advanced education. The counselor can also provide information about entrance exams and application deadlines, as well as information about automatic admission to state colleges and universities, financial aid, housing, and scholarships.

Personal Counseling

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, emotional or mental health issues, or substance abuse. The counselor may also make available information about community resources to address these concerns. A student who wishes to meet with the counselor should contact the counselor's office or the main office at his/her school.

Mental Health

If you have questions or concerns about your child's mental health, contact your child's school counselor and ask for information about District and community resources or dial 211 (United Way Capital Area, available 24/7). State wide and national informational resources include the following: National Institute of Mental Health (NIMH), http://www.nimh.nih.gov/index.shtml; Mental Health America, 1-800-969-NMHA (6642), http://www.mentalhealthamerica.net; Mental Health America of Texas, 454-3706, http://www.mhatexas.org/ National Alliance on Mental Illness (NAMI), 420-9810 or 1-800-633-3760, http://www.nami.org or http://www.namitexas.org; American Foundation for Suicide Prevention, Crisis Line: 1-800-723-TALK (8255), Information Line:

1-888-333-AFSP (2377), http://www.afsp.org/.

[Also see **Suicide Awareness** on page 74.]

Campus Based Counseling Referral Centers (CBCRC) are where students and families can receive mental health services provided by a full-time licensed therapist—a clinical social worker, professional counselor or psychologist—conveniently located at school. CBCRC's are overseen by AISD Department of Comprehensive Health; operating in collaboration with Seton Healthcare and Austin Travis County Integral Care (ATCIC).

CBCRC Therapists use evidence-based practices to help students and families identify and treat behavioral issues and mental health concerns. Working with the family, therapists complete a thorough clinical assessment, create therapeutic goals with the student, and provide on-going therapy throughout the year. The treatment approach is strengths-based, rooted in therapeutic models such as Cognitive Behavioral Therapy, Trauma Informed Care and Motivational Interviewing. All services are confidential and student health information is protected under the law. CBCRC Therapists work collaboratively with other school based programs, such as Communities in Schools, Council on At-Risk Youth, Safe Place, etc. to create a wraparound model for the whole child.

Students can be referred for CBCRC services through the campus Child Study Team, parent/guardian, or community referrals. Parent/ Guardian consent is required in order for a student to receive services. CBCRC's offer a variety of payment options for both insured and uninsured, which help meet the range of needs of AISD families. To inquire about services at a particular campus, contact an administrator, the school nurse, or the CBCRC Therapist on that campus.

For more information, please contact Behavioral Health Specialist, Starla Simmons, LMSW at 512-841-1669 or starla.simmons@austinisd.org

COURSE CREDIT

A student in grades 9-12 will earn credit for a course only if the final grade is 70 or above. For a two-semester (1 credit) course, the student's grades from both semesters will be averaged and credit will be awarded if the combined average is 70 or above. Should the student's combined average be less than 70, the student will be required to retake the semester in which he or she failed.

CREDIT BY EXAM—If a Student Has Taken the Course

A student who has previously taken a course or subject—but did not receive credit for it—may, in circumstances determined by the principal or attendance committee, be permitted to earn credit by passing an exam 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, homeschooling, or coursework by a student transferring from a non-accredited school.

Prior instruction as defined by the District shall include:

- Enrollment in a non-accredited public, private, parochial school, or homeschooling program, as verified by an official school transcript/record; or as evidenced by a student work portfolio that may include: course syllabus, work samples, completed culminating exam, and list of resources (textbooks, web sites, etc.);
- For a semester course (18 weeks), proof of at least nine weeks of classroom instruction; or
- Proof of completion of half of the required lessons of a correspondence course.

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

Credit by examination registration forms, study guides, and District test administration dates may be obtained from the school counselor – parental signature is required. The District pays for one administration of CBE tests for students required to validate credits from non-accredited public, private, or homeschool programs. CBE testing must be completed by the end of the semester upon enrollment. The District does not pay for credit by exam for credit recovery. Students must make their own arrangements to recover credit for a failed course.

The attendance review committee may also offer a student with excessive absences an opportunity to earn credit for a course by passing an exam. [For further information, see the counselor and policy EHDB(LOCAL).]

CREDIT BY EXAM—If a Student Has Not Taken the Course

A student will be permitted to take an exam to earn credit for an academic course or subject area for which the student has had no prior instruction or to accelerate to the next grade level.

The dates on which exams are scheduled during the 2015-2016 school year include:

October 19 – November 24, 2015*: Campus CBE administration window

Registration Deadline: September 18, 2015

February 16 – March 4, 2016*: Campus CBE administration window

Registration Deadline: January 22, 2016

June 7, 2016*: District administration – location to be determined

Registration Deadline: May 13, 2016

*Date subject to change; please contact the campus for more information

A student will earn course credit with a passing score of at least 80 on the CBE exam; a three or higher on a College Board advanced placement examination; or a scaled score of 50 or higher on an examination administered through the College-Level Examination Program and approved by the school district board of trustees for the applicable course.

If a student gains credit through credit by exam the school district must enter the examination score on the student's transcript, and the student is not required to take an applicable end-of-course assessment instrument for the course.

If a student fails to earn credit by examination for a specific high school course before the beginning of the school year in which the student would ordinarily be required to enroll in that course in accordance with the school district's prescribed course sequence, the student must satisfactorily complete the course to receive credit.

A student may not attempt to earn credit by examination for a specific high school course more than two times.

Parents of a kindergarten student may request that their child be considered for acceleration to first grade. Students considered must score at or above the 90th percentile on a District-approved, nationally recognized norm-referenced test. [See EHDC)REGULATION)]

A student in elementary school will be eligible to accelerate to the next grade level if the student scores at least 80 on each exam in the subject areas of language arts, mathematics, science, and social studies, a school district representative recommends that the student be accelerated; and the student's parent or guardian gives written approval for the acceleration.

If a student plans to take an exam, the student (or parent) must register with the principal or registrar by the registration deadline. The district will not honor a request by a parent to administer a test on a date other than the published dates. If the district agrees to administer a test other than the one chosen by the district, the student's parent will be responsible for the cost of the exam. Systemwide Testing and/or campuses are not required to provide textbooks to prepare for credit by exam. [F or further information, see policy EHDC(LOCAL).]

With Prior Instruction in a Foreign Language [Language Other Than English (LOTE)]

Students entering the District with prior instruction in a foreign language that is documented by a grade report or documentation from a school of record, but have not had the actual course, may take a CBE for that foreign language and pass with a score of 70 or higher if they desire high school credit for that course. The 70 percent passing standard would also still apply to those students missing a semester of a LOTE course in which they have had prior instruction. Eligibility to test for acceleration or with prior instruction must be verified by the campus counselor or registrar and indicated on the CBE registration form.

Native speakers may be scheduled for upper level courses based on the results of a proficiency placement level exam. The proficiency placement exam is for placement purposes only, and will NOT constitute credit in the lower level course(s).

AISD Cabinet approved the following two choices for LOTE proficiency placement exams:

- National exam (Available exams: Spanish, French, German and Latin) –OR–
- Placement exam provided with the Native Speakers textbook

Students still have the option of testing if they desire to accelerate or to attain credits for skipped lower level LOTE course(s). As always, students are encouraged to continue their LOTE studies, and attain at least three LOTE credits thereby possibly qualifying for the Distinguished Achievement Plan (DAP).

DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION

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

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

Dating Violence

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

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

Discrimination

Discrimination is defined as any conduct directed at a student on the basis of race, color, religion, gender, gender identity, gender expression, sexual orientation, 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.

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 reasonable 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 the 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 of property.

Retaliation

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

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

Reporting Procedures

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

Upon receiving a report of prohibited conduct as defined by policy FFH, the District will determine whether the allegations, if proven, would constitute prohibited conduct as defined by that policy. If not, the District will refer to policy FFI to determine if the allegations, if proven, would constitute bullying, as defined by law and that policy. If the alleged prohibited conduct would constitute prohibited conduct and would also be considered bullying, 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 all students involved.

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, sexual harassment, and retaliation, will be promptly investigated.

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

The District will promptly notify the parents of any student alleged to have experienced prohibited conduct involving an adult associated with the District.

During the course of an investigation, 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 will be taken to address the conduct and student support measures will be taken to address the conduct as appropriate. The District may take disciplinary 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 investigation within the parameters and limits allowed under the Federal Educational Records 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).

Transfers for Victims of Sexual Assault:

A parent or other person with authority to act on behalf of a student who has been the victim of a sexual assault by another student assigned to the same campus, regardless of whether the offense occurred on or off school property, and the student assailant has been convicted of or placed on deferred adjudication for that assault, may request a transfer of the parent/guardian's child or the student assailant [See policies FDE (LEGAL) and (LOCAL)]. The school district is not required to provide transportation for students who transfer under this option. Please contact your campus administrator for more information.

DISTANCE LEARNING

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

Texas Virtual School Network (TxVSN)

The Texas Virtual School Network (TxVSN) has been established 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. In limited circumstances, a student in grade 8 may also be eligible to enroll in a course through the TxVSN. Depending on the course in which a student enrolls, the course may be subject to the "no pass, no play" rules. [Also see **EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS** on page 50.]

In addition, a student who enrolls in a TxVSN course for which an end-of-course (EOC) assessment is required, the student must take the corresponding EOC assessment. All requirements related to the incorporation of the EOC score into the student's final course grade and the implications of these assessments on graduation will apply to the same extent as they apply to traditional classroom instruction.

If you have questions or wish to make a request that your child be enrolled in a TxVSN course, please contact the campus counselor. The additional non-AISD distance learning opportunities students may opt to participate in are through University of Texas High School and Texas Tech High School (students **must** contact their high school counselor for information).

If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through the TxVSN in order to earn credit in a course or subject, the student **must receive permission from the principal prior to enrolling** in the course or subject. If the student does not receive prior approval, the district will not recognize and apply the course or subject toward graduation requirements or subject mastery.

DISTRIBUTION OF PUBLISHED MATERIALS OR DOCUMENTS

School Materials

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

All school publications are under the supervision of a faculty sponsor. The campus principal is responsible for all matters pertaining to the organization, issuance, and sale of such publications.

[See also **Also see Student Records** on page 27 and **Objecting to Release of Directory Information** on page 24]]

Non School Materials — From Students

Students must obtain prior approval from the principal before posting, circulating, or distributing more than ten copies of written materials, handbills, photographs, pictures, petitions, films, tapes, posters, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any non-school material must include the name of the sponsoring person or organization. Within two school days of submission, the campus principal will make a decision regarding approval based upon the limitations on content established in policy FNAA(LOCAL). Examples of non-school materials that will not be accepted for distribution include, but are not

limited to, materials that are obscene or vulgar, defamatory, that endorse actions endangering the health or safety of students, or hate literature that scurrilously attacks ethnic, religious, or racial groups.

The campus principal will designate the location for approved non-school materials to be placed for voluntary viewing by students. [See policies at FNAA.]

A student may appeal a principal's decision in accordance with policy FNG(LOCAL). Any student who posts non-school material without prior approval will be subject to 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, include the name of the sponsoring person or organization, and be submitted to the Superintendent's r designee for prior review. The Superintendent's designee will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate District complaint policy. [See policies at DGBA, FNG, 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.

DRESS AND GROOMING

The District's dress code is established to teach grooming and hygiene, instill discipline, prevent disruption, and minimize safety hazards, and teach respect for authority. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the general guidelines and student dress code outlined in this packet and the District's administrative regulation and policy.

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

The District prohibits pictures, emblems, or writings on clothing that:

- Are lewd, offensive, vulgar, or obscene.
- Advertise or depict tobacco products, alcoholic beverages, drugs, or any other substance prohibited under policy FNCF(LEGAL).

Examples of inappropriate dress at each level shall include, but are not limited to:

Elementary Level Inappropriate Dress

- Improperly fitting clothing; baggy pants, oversized shirts, elongated armholes, overly tight garments, and clothes that improperly expose body parts;

- Tops that are strapless or backless, that have spaghetti straps, or low cut necklines;
- Shorts and skirts that are short enough to be distracting;
- Makeup and artificial nails;
- Gang-associated clothing or colors; and
- Hats or caps worn inside the building (except for religious requirements).

Middle School/High School Level Inappropriate Dress

- Improperly fitting clothing; baggy pants, overly tights clothes, or clothes that improperly expose body parts;
- Halter tops, tank tops, bare midriffs, low cut necklines, strapless or backless tops, spaghetti straps, sheer or see-through clothing;
- •Skirts or shorts that are short enough to be distracting;
- Boxer shorts or athletic shorts worn outside of physical education;
- Undergarments, pajamas, or other clothing not designed to be worn as an outer garment;
- Gang-associated clothing or colors; and
- Hats or caps worn inside the building (except for religious requirements).

Individual campuses may adopt additional clothing requirements with review and approval of their Campus Advisory Council and Associate Superintendent. They may also require a formal uniform with review and approval of their Campus Advisory Council, Associate Superintendent and the Board of Trustees. [For further information, see policy FNCA(REGULATION).]

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. If not corrected, the student may be assigned to in-school suspension for the remainder of the day, until the problem is corrected, or until a parent or designee brings an acceptable change of clothing to the school. Repeated offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES

The use of the District's computer technology is a privilege intended for instructional purposes. Use of these computer resources is restricted to students working under a teacher's supervision and for approved purposes only. This policy can be found at the front of this document. Violations of the Acceptable Use Policy may result in withdrawal of privileges and other disciplinary action.

The District makes every effort to filter from students inappropriate websites. However, please be aware that students may access some sites our filter did not catch. Additionally, any deliberate attempt to circumvent this filter is forbidden and may result in disciplinary action.

Students may be given a user ID and password to access our technology resources. These passwords must be kept in the strictest confidence. The use of other students' and teachers' passwords is strictly forbidden.

Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones

For safety purposes, the District permits students to possess personal mobile telephones; however, these devices must remain turned off and out of sight during the instructional day unless they are being used for approved instructional purposes. A student may not gain approval to use a personal telecommunications or other electronic device during any periods of testing or assessment. A student must have approval to possess any telecommunications devices such as netbooks, laptops, tablets, Ipads, or other portable computers for instructional purposes during times other than testing.

The use of mobile telephones or any device capable of capturing images is strictly prohibited in locker rooms or restroom areas while at school or at a school-related or school-sponsored event.

If a student uses a telecommunications device without authorization during the school day, the device will be confiscated. The parent may pick up the confiscated telecommunications device from the principal's office for a fee of $15.

Confiscated telecommunications devices that are not retrieved by the student or the student's parents will be disposed of after the notice required by law. [See policy FNCE.]

In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel. [See **Searches** on page 72 and policy FNF.]

Any disciplinary action will be in accordance with the Student Code of Conduct. The District will not be responsible for damaged, lost, or stolen telecommunications devices.

Possession and Use of Other Personal Electronic Devices

Except as described below, students are not permitted to possess or use personal electronic devices such as MP3 players, video or audio recorders, DVD players, cameras, games, e-readers, or other electronic devices at school. Those devices must remain turned off and out of sight during the instructional day, unless prior permission has been obtained. Without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

In limited circumstances and in accordance with law, a student's personal electronic device may be searched by authorized personnel. [See **Searches** on page 72 and policy FNF.]

Any disciplinary action will be in accordance with the Student Code of Conduct. **The District will not be responsible for damaged, lost, or stolen electronic devices.**

Instructional Use of Personal Telecommunications and Other Electronic Devices

In some cases, students may find it beneficial or might be encouraged to use personal telecommunications or other personal electronic devices for instructional purposes while on campus, except during testing. Students must obtain prior written approval from their principal before using personal telecommunications or other personal electronic devices for instructional use. Students must also sign a user agreement that may contain specific applicable rules for use by their principal or the Acceptable Use Policy (AUP). When students are not using the devices for approved instructional purposes, all devices must be turned off. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Acceptable Use of District Technology Resources

To prepare students for an increasingly technological society, the district has made an investment in the use of district-owned technology resources for instructional purposes; specific resources may be issued individually to students. Use of these technological resources, which include the district's network systems and use of district equipment, is restricted to approved purposes only. Students and parents will be asked to sign the (AUP) regarding use of these district resources. Violations of the AUP may result in withdrawal of privileges and other disciplinary action.

Unacceptable and Inappropriate Use of Technology Resources

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

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

inappropriate behavior using technology. In addition, AISD has more information regarding safe and appropriate use of technology at: http://cybersafety.austinisd.org.

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.

Cell Phone Sexting Prohibited

Students are prohibited from taking, sending, or forwarding sexual pictures, including pictures of oneself. Students found to have engaged in sexting may lose privileges to participate in school activities, may receive disciplinary consequences, and may face legal charges. Students are urged to remember that they should never take pictures that they would not want their classmates, teachers, families, or employers to see. Students are reminded that once a picture is sent, it can be forwarded to anyone. To ensure safety, the District urges any student who receives a nude picture on his/her cell phone to take the following steps: (1) Do not delete the picture, and (2) Report the picture immediately to an adult they trust.

ENGLISH LANGUAGE LEARNERS (ELL)

A student with limited English proficiency (LEP) is entitled to receive specialized services from the district. To determine whether the student qualifies for services, a Language Proficiency Assessment Committee (LPAC) will be formed, which will consist of both district personnel and at least one parent representative. The student's parent must consent to any services recommended by the LPAC for an English Language Learner.

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-L, as mentioned at **Standardized Testing** (p.73) may be administered to an ELL student, or, for a student up to grade 5, a Spanish version of STAAR. In limited circumstances, a student's LPAC may waive certain graduation requirements related to the English I and II end-of-course (EOC) assessments. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to all ELL students.

If a student is considered ELL and receives special education services because of a qualifying disability, the student's ARD Committee will make linguistic decisions in conjunction with the LPAC.

EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships with other students; participation, however, is a privilege, not a right. Students may be suspended from participation for on or off-campus violations of athletic code or team rules.

Eligibility for initial and continuing participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL)—a statewide association overseeing interdistrict competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. [See http://www.uiltexas.org for additional information.]

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.

The following requirements apply to all extracurricular activities:

- A student who receives at the end of a grading period a grade below 70 in any academic class—other than an identified class eligible for exemption -—may not participate in extracurricular activities for at least three school weeks.

- A student with disabilities 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.
- An absence for participation in an activity that has not been approved will receive an unexcused absence.

Standards of Behavior

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

Physical Examinations / Health Screenings

A student desiring to participate in a UIL athletic competition shall submit annually a statement from a physician licensed to practice in the state, indicating that the student has been examined and is physically able to participate in the athletic program.

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 accident insurance.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the District.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses, if offered.
- Administrative fees not to exceed $15 upon reclaiming a confiscated cell phone or other telecommunications device, according to the guidelines in policy FNCE.
- Fees for optional courses offered for credit that require use of facilities not available on District premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- A fee not to exceed $50 for costs of providing an educational program outside of regular school hours for a student who has lost credit because of absences and whose parent chooses the program in order for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a District-provided request form.
- In some cases, a fee for a course taken through the Texas Virtual School Network (TxVSN).

Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made to the campus principal. [For further information, see policies at FP.]

FUNDRAISING

Student groups or classes and/or parent groups may be permitted to conduct fundraising drives for approved school purposes. An application for permission for student fund-raising must be made to the campus principal prior to the event, regardless of when or where the event occurs. Parent groups must submit an application for permission to conduct the event on campus or during a school-sponsored activity prior to the event. Additionally, organizational sales in schools will be limited to two per year per organization, and may not exceed 10 consecutive school days in duration. [For further information, see policies at FJ and GE.] The sale of food and/or beverages during the school day is not allowed by the campus, parent groups, and/or student groups. For further information, see policy FFA(LOCAL).

Food Permits

Individuals and/or organizations who sponsor events at which food will be served, sold, or offered to the public are legally required to obtain temporary food service permits from the Austin/Travis County Health and Human Services Department. For further information on safety requirements and obtaining a temporary food service permit, please or contact AISD Food Services at 512-414-0251.

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.

GRADE CLASSIFICATION

Grade-level advancement for students in grades 9-12 shall be determined by course credits and the number of years completed in high school [see EIE(LOCAL)]. Promotion, grade-level advancement, and course credit shall be based on mastery of the curriculum.

High school students are classified according to the following criteria:

- 9th grade (Freshman) requires promotion or placement of 8th grade and 0 - 4.5 credits.
- 10th grade (Sophomore) requires completion of one year of high school and a minimum of 5.0 credits.
- 11th grade (Junior) requires completion of two years of high school and a minimum of 10.0 credits.
- 12th grade (Senior) requires completion of three years of high school and a minimum of 15.0 credits.

Additionally, the following considerations are adhered to for determination of credit totals for promotion and grade-level placement.

- Denied credit(s) (due to excessive absences) are not included when factoring credit totals;
- Credit totals are based on all awarded credits, including local credits and repeated credits.

See the Secondary School Information Guide (SSIG) for information regarding grade level placement of students entering AISD from outside of the district
(http://www.austinisd.org/sites/default/files/dept/academics/docs/ssig/SSIG_2015-16v6.pdf).

GRADING GUIDELINES

Grading guidelines for each grade level or course will be communicated and distributed to students and their parents by the classroom teacher. These guidelines have been approved by the campus principal. These guidelines establish the minimum number of assignments, projects, and examinations required for each grading period.

In addition, these guidelines establish how the student's mastery of concepts and achievement will be communicated (i.e., letter grades, numerical averages, checklist of required skills, etc.). Grading guidelines also outline in what circumstances a student will be allowed to redo an assignment or retake an examination for which the student originally made a failing grade. Students shall not receive academic credit for any activity that does not directly relate to the District curriculum.

Grades shall reflect academic progress and achievement and shall not be based on nor adjusted for nonacademic criteria, such as discipline, attendance, tardies, or participation in extracurricular activities, except as provided by state law. If nonacademic assessment is to be documented, it shall be documented separately on all reports to parents.

Also see **REPORT CARDS / PROGRESS REPORTS AND CONFERENCES** on page 69 for additional information on grading guidelines. See Graduation below, Course Credit on page 42, and Standardized Testing on page 54 for additional information regarding EOC assessments.

TRANSLATING LETTER GRADES IN GRADES 3–5 TO NUMERICAL GRADES		
A–Excellent (90–100)	A+	98–100
	A	94–97
	A-	90–93
B–Good (80–89)	B+	88–89
	B	84–87
	B-	80–83
C–Fair (70–79)	C+	78–79
	C	74–77
	C-	70–73
F–Failing	F	0–69

Grade Reporting

In grades PK-2 student progress in each subject area is reported on the nine-week elementary Report to Parents as:

4 – Advanced

3 – Skilled

2 – Basic Understanding

1 – Needs Improvement

In grades 3-5, letter grades A, B, C, and F are used on the Report to Parents to reflect academic achievement in each subject area. Plus (+) and minus (-) may also be used with A, B, and C. Translation of these letter grades to a numerical score is shown in the Translating Letter Grades in Grades 3-5 to Numerical Grades Table, at right.

The District also utilizes the following rubric to reflect progress in specified areas of personal development at all elementary grade levels:

4 – Consistently

3 – Frequently

2 – Occasionally

1 – Rarely

In secondary schools, in grades 6-12, academic achievement in each course is reported to parents in numerical grades of 0-100 with the exception of courses taken on a pass/fail basis. Academic achievement in courses taken on a pass/fail basis is reported as a P (pass) or F (fail). Once a student achieves a minimum passing standard, they may not retake a course for a higher grade.

GRADUATION

Please refer to the Secondary School Information Guide (SSIG) for graduation requirements at

http://archive.austinisd.org/academics/curriculum/school_guide/. [Also see policy EIF.]

Participation in Commencement Ceremonies

Students must meet all state and local graduation requirements, including passing all exit-level exams, to be eligible to participate in commencement ceremonies. A student who is subject to mandatory removal for disciplinary reasons during the final three weeks of the school year immediately preceding graduation shall not be eligible to participate in commencement exercises. [See policy FMH(LOCAL).]

Students with Disabilities

Upon the recommendation of the Admission, Review, and Dismissal (ARD) committee, a student with a disability who receives special education services may be permitted to graduate under the provisions of his or her IEP.

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 FMH(LEGAL).]

Please also be aware that if an ARD committee places a student with a disability on a modified curriculum in a subject area, the student will be automatically placed on the Minimum Program, in accordance with state rules.

If a student receiving special education services is scheduled to graduate under the Minimum Program or in accordance with the provisions of his or her IEP, the student's ARD committee will determine whether the general EOC assessment is an accurate measure of the student's achievement and progress and, if so, whether successful performance is required for graduation, or whether an alternative assessment is more appropriate. STAAR Modified and STAAR Alternate are the alternative assessments currently allowed by the state. [See Standardized Testing on page 54 for additional information.]

Graduation Expenses

Because students and parents will incur expenses in order to participate in the traditions of graduation—such as the purchase of invitations, senior ring, cap and gown, and senior picture—both the student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year. [See **FEES** on page 51.]

HAZING

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

Hazing will not be tolerated by the district. If an incident of hazing occurs, disciplinary consequences will be handled in accordance with the Student Code of Conduct. It is a criminal offense if a person engages in hazing; solicits, encourages, directs, aids, or attempts to aid another in hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to report this to the principal or superintendent. [Also see **Bullying** on page 26 and policy FNCC.]

HEALTH-RELATED MATTERS

Student Illness (All Grade Levels)

When your child is ill, please contact the school to let us know he or she won't be attending that day. It is important to remember that schools are required to exclude students with certain illnesses from school for periods of time as identified in state rules. For example, if your child has a fever over 100 degrees, he or she must stay out of school until fever free for 24 hours without fever-reducing medications. In addition, students with diarrheal illnesses must stay home until they are diarrhea free without diarrhea-suppressing medications for at least 24 hours. A full list of conditions for which the school must exclude children can be obtained from the school nurse.

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

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

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

Bacterial Meningitis

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

What is meningitis?

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

What are the symptoms?

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

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

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

How serious is bacterial meningitis?

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

How is bacterial meningitis spread?

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

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

How can bacterial meningitis be prevented?

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

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

to five years. Please note that, although the state literature required to be distributed by school districts has not yet been revised, entering college students must now show, with limited exception, evidence of receiving a bacterial meningitis vaccination prior to 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.

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

You should seek prompt medical attention.

Where can you get more information?

Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Department

of State Health Services office to ask about a meningococcal vaccine. Additional information may also be found at the Web sites for the Centers for Disease Control and Prevention, http://www.cdc.gov, and the Department of State Health Services, http://www.dshs.state.tx.us.

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

[Also refer to **Immunization** on page ____ for more information.]

Coordinated School Health Programs

In accordance with EHAB(LEGAL) and EHAC(LEGAL), the District will ensure that all students in elementary and middle schools participate in a Coordinated School Health Program. The program includes health education, physical education, nutrition, and parent/community involvement. For more information regarding these policies and guidelines, please contact the Supervisor of Health and Physical Education at 512-414-9779.

District Wellness Policy

In compliance with the 2004 Reauthorization Act, AISD adopted the District Wellness policy FFA(LOCAL) and (EXHIBIT). Included in the policy are guidelines for food and beverages on campuses, including student birthday celebrations, food for instructional use, guidelines for health education, physical education, and nutrition. The policy was developed in collaboration with AISD Food Services, the School Health Advisory Council, students, parents, and internal AISD departments.

Food Allergies and Life-Threatening Anaphylaxis

The district requests to be notified when a student has been diagnosed with an 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 or item to which the student is allergic, as well as the nature of the allergic reaction. Please contact the school nurse or campus principal if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy. The district's Food Allergy and Anaphylaxis procedures, protocols and guidelines can be found online at http://www.austinisd.org/health/allergy.

Health Screenings

In accordance with policy FFAA(LEGAL), students will be screened for vision and hearing disorders, abnormal spinal curvature, and given a risk assessment for Type-II Diabetes.

Physical Activity for Students in Elementary and Middle School

In accordance with policies at EHAB, EHAC, EHBG, and FFA, the District will ensure that students in full-day prekindergarten through grade 5/6 engage in moderate or vigorous physical activity for at least 135 minutes per week through classroom and PE teachers using the Working Out for Wellness (WOW) activities and Physical Education curriculum.

Students in middle school will engage in 30 minutes of moderate or vigorous physical activity per day for at least four semesters. AISD students must be enrolled in at least one semester of Physical Education in 6th, 7th, and 8th grade. Schools are encouraged to offer the additional 4th semester during their 6th grade year.

For additional information on the District's requirements and programs regarding elementary and middle school student physical activity requirements, please see the principal or view the Physical Education/Health website at http://www.austinschools.org/curriculum/pe_health/index.html.

Classification for Physical Education

All students enrolled in the District are mandated to take a required amount of physical education and physical

activity depending on their grade level. Students in 3rd-12th grade are also required to be physically assessed using FITNESSGRAM. Students must be classified as Non-Restricted (no physical limitations), Restricted (some physical limitations), or Adapted (cognitive and/or physical limitations) before entering a Physical Education Class. [See policy EHAA(LEGAL).] If a student is classified as Restricted or Adapted with physical limitations, a member of the healing arts must provide specific documentation regarding the student's physical limitations. A copy of the Physical Limitation form may be requested through the physical education teacher.

The Restricted program excludes the more vigorous activities. The Restricted program has two types of classifications:

- Permanent — A member of the healing arts licensed to practice in Texas shall provide written documentation to the school as to the nature of the impairment and the expectations for physical activity for the student. The student shall continue to learn the concepts of the lessons but shall not actively participate in the skill demonstration.
- Temporary — Students may be restricted from physical activity of the physical education class. A member of the healing arts licensed to practice in Texas shall provide written documentation to the school as to the nature of the temporary impairment and the expected amount of time for recovery. During recovery time, the student shall continue to learn the concepts of the lessons but shall not actively participate in the skill demonstration.

Fitnessgram Assessments

Annually, the District will conduct a physical fitness assessment of students in grades 3-12 as stated in District policy FFA(LEGAL). Students in grades 3-12 that are enrolled in a general physical education class will have a pre-assessment and a post-assessment. Students will be assessed on their body compositions, aerobic endurance, muscular strength and endurance and their flexibility. Modifications will be provided for students with various restrictions. Students shall not be graded on their fitness assessments. At the end of the school year, a parent may submit a written request to obtain the results of his or her child's physical fitness assessment conducted during the school year.

Questions Related to Fitnessgram Assessments

Why is fitness testing important to me?

The FITNESSGRAM physical fitness assessment is based not on athletic ability, but on good health. No matter what your career path, you will live a happier, more productive life if you are healthy—and physical fitness is vital to overall health. FITNESSGRAM provides accurate and reliable information about your physical condition and how it can be improved.

Can I "fail" the FITNESSGRAM test?

No. FITNESSGRAM is a tool to help you determine your fitness needs and guide you in planning a personalized physical activity program. The test will not affect your grades in any way.

Will my scores be posted or be made public?

No.

Will my results be compared to other students?

No. FITNESSGRAM uses Healthy Fitness Zones (HFZ) to determine your overall physical fitness. HFZs are not based on class averages or any other peer comparisons. The standards are set specifically for boys and girls of different ages using the best available research. If your score falls within the HFZ, it means you have achieved the recommended level of fitness for your age. If your score falls below the HFZ, you should engage in activities that will help you improve.

What are the FITNESSGRAM Test items?

There are six test items:

1. PACER (20 meter shuttle runs) (measures aerobic capacity)
2. Push-ups (measures upper body muscular strength/endurance)

3. Curl-ups (measures abdominal muscular strength/endurance)
4. Back Saver Sit and Reach (measures flexibility)
5. Trunk Lift (measures trunk extensor strength and flexibility)
6. Body Mass Index (measures body composition: appropriateness of weight relative to height)

What can I do to prepare for the fitness test?

- Actively play or move at least 60 minutes at least five days during the week. Walk, jog, play tennis, play racquetball, or participate in any physical activity you enjoy.
- Do strength-training activities such as sit-ups, push-ups, modified push-ups or climbing activities 2-3 days each week.
    - Begin doing as many repetitions as possible and try to increase repetitions gradually.
- Eat a healthy diet by including more fruits and vegetables and reducing fats and sugars.

Ask a physical education teacher or coach on your campus for specific tips on ways you can prepare not only for the FITNESSGRAM test, but also for a lifetime of good overall health.

Nutrition

District Nutrition Policy

In accordance with the AISD Nutrition Policy, the following guidelines are related to food that is made available and accessible to students in grades K-12 during the school day.

- Campuses may not serve or provide access for students to foods of minimal nutritional value (FMNV) and all other forms of candy at any time anywhere on school premises until the end of the last scheduled class.
- Such foods and beverages may not be sold or given away to students on school premises by school administrators or staff (principals, coaches, teachers, etc.), students or student groups, parents or parent groups, guest speakers or any other person, company or organization.
- Campuses may choose 3 campus wide events in which students may participate in a pizza party, popcorn party, food fundraiser, track and field, etc. where food/beverages are provided. Individual teachers may not have pizza parties, food- fundraisers, etc. Foods of minimal nutritional value and any form of candy may not be served or made available at any time.
- These three exempted events may not be held in the cafeteria or areas where meals are consumed during meal times and may not prohibit students' access to school meals.
- Students may consume any food or beverage item that is provided by his/her parent/guardian. [See policies CO, FFA(LOCAL), and FFA(EXHIBIT).]

Questions Related to AISD's Nutrition Policy

Can we have pizza parties and/or parties in which food is served during the school day?

A campus can have a pizza party, etc. during the school day if it's designated as one of the three exempted days. If it is not designated as one of the three allowable days, then no.

Can we sell food and/or beverages after school?

Yes. The Wellness policy [FFA(LOCAL)] states that food fundraising is not allowed during the school day. A campus can have a non-food fundraiser during the school day.

Can parents bring cupcakes, cookies, cake, etc. to celebrate their child's birthday?

Yes. Parents can bring a treat on the child's birthday. They cannot distribute the treat in the cafeteria. The federal government (USDA) does not allow competitive foods during meal serving times. You can distribute cupcakes right after lunch in the classroom or at the end of the day.

Can a parent bring food for other students to consume during the school day?

No. A parent can only bring food and/or beverages for consumption by their child. A parent cannot bring any food item to another child even with parent permission. A parent can only provide food and/or beverage for their child.

Summary of Student Health Services

Children's/ AISD Student Health Services is committed to providing safe care for students during school hours in collaboration with AISD school staff. The unique and nationally recognized collaboration between Seton Healthcare Family and Austin ISD has been in place since 1996. Registered Nurses lead the campus health team, which includes School Health Assistants and AISD staff. The Medical Director serves as a consultant with Student Health Services, developing procedures and services which promote health, wellness, and safety. Services are provided for student's ages 3 to 22 years of age and include:

Illness and Injury Care

- Illness and minor injury care, emergencies, and referrals
- Chronic health conditions
- Behavioral health conditions

Medication Administration

- Medication administration during the school day, documentation and reconciliation
- Training of AISD staff to administer medication

Immunization Compliance

- Monthly identification of students needing immunizations
- Parent notification
- Immunization clinics
- Referral to community services

State Mandated Screenings

- Hearing
- Vision
- Risk Assessment for Type 2 Diabetes
- Spinal

Case Management

- Allergy/Anaphylaxis
- Asthma
- Diabetes
- Seizure
- Pregnancy
- Other chronic health conditions

Health Education

- Student/Individual or group (hand washing, growth and development, health, nutrition, etc)
- Parent

- AISD Staff (Bloodborne pathogens, AED, MRSA, Heat related illness, Medical procedures, Emergency medications and procedures, Allergy / Anaphylaxis)

Communicable Disease Outbreak

- Reportable Communicable Disease
- Collaborate with local health department
- Influenza
- Staphylococcal infections

Collaboration

- Parent/guardians
- Medical providers
- School staff
- Community agencies
- AISD District Support Services

Crisis Intervention

- Behavioral healt
- Other threats to student or staff health on campus

Vending Machines

The District has adopted policies and implemented procedures to comply with state and federal food service guidelines for restricting student access to vending machines. For more information regarding these policies and guidelines contact the Assistant Director of Comprehensive Health Services at 512-414-9778. [See policies at CO, FFA(LOCAL), and FFA(EXHIBIT).]

School Health Advisory Council (SHAC)

During the preceding school year, the district's School Health Advisory Council held eleven meetings. Additional information regarding the District's School Health Advisory Council is available online at www.austinisd.org/schools/shac/. [Also see policies BDF and EHAA.]

The duties of the SHAC range from recommending curriculum to developing strategies for integrating curriculum into a coordinated school health program encompassing school health services, counseling services, a safe and healthy school environment, recess recommendations, and employee wellness. [See policies at BDF and EHAA.]

[See **Removing a Student from Human Sexuality Instruction** on page 25 for additional information.]

Tobacco Prohibited

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

Asbestos Management Plan

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of each school's Asbestos Management Plan is available during normal school hours in the school's office. If you have any questions or would like to examine the district's plans in more detail, please contact the district's designated asbestos program manager at 512-414-3218.

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, 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 prior to pesticide application inside their child's school assignment area, may contact the district's IPM coordinator at 512-414-3213.

HOMELESS STUDENTS

You are encouraged to inform your student's counselor or principal if you or your child are experiencing homelessness. For more information regarding services for homeless students, contact Project HELP, the District's Office for Homeless Children and Youth at 512-414-0760.

IMMUNIZATION

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized. For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (TDSHS), Immunization Branch, can be honored by the District. This form may be obtained by writing the TDSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at https://webds.dshs.state.tx.us/immco/default.aspx. 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 list of required immunizations can be found at http://www.austinisd.org/sites/default/files/dept/health-services/docs/health_imms_requirements_2013_14v2.pdf or by contacting the campus nurse.

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

As noted above at **Bacterial Meningitis** (page 55), entering college students must now, with limited exception, furnish evidence of having received a bacterial meningitis vaccination prior to attending classes at an institution of higher education. A student wanting to enroll in a dual credit course taken off campus may be subject to this requirement.

LAW ENFORCEMENT AGENCIES

Questioning of Students

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

- The principal will verify and record the identity of the officer or other authority and ask for an explanation of the need to question or interview the student at school.
- The principal ordinarily will make reasonable efforts to notify the parents unless the interviewer raises what the principal considers to be a valid objection.

- The principal ordinarily will be present unless the interviewer raises what the principal considers to be a valid objection.

The following procedures will apply when enforcement officers outside District jurisdiction or an investigator with Child Protective law Services (CPS) make a request to question a student or to transport a student off campus.

- Law enforcement officers or CPS investigators are requested to contact the campus School Resource Officer (SRO), or if the SRO is not available, the principal or designee.
- The SRO will escort the law enforcement officer or CPS investigator to the office of the principal or principal's designee.
- The principal or designee will:
  - Check the officer or investigator's credentials, including a picture ID, and record the information.
  - Inform the officer or investigator that the student's parent or guardian will be notified unless he or she objects that such notice will impede the lawful investigation.
  - If the officer or investigator states that such notice will impede the lawful investigation, request an acknowledgement of the statement in writing on the District record form.
  - Ask whether questioning must take place at the school and/or at that time.
  - If the officer or investigator states that not doing so will impede the lawful investigation, request an acknowledgement of the statement in writing on the District record form.
  - Inform the officer or investigator that the principal or designee will be present during the interview unless the officer or investigator objects that the presence of the principal or designee will impede the lawful investigation.
  - If the officer or investigator states that the school official's presence will impede the lawful investigation, request an acknowledgement of the statement in writing on the District record form.
  - Summon the student to the office by using only the following statement: "Please advise (name of student) to come to the office." No other statement is to be used.
  - If the investigator states that he or she will transport the student off campus and that not doing so will impede the lawful investigation, the principal or designee will request an acknowledgement of the statement in writing on the District record form and shall allow the investigator to take the student.

Students Taken Into Custody

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

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

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

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

Notification of Law Violations

The District is required by state law to notify:

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

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

MAKEUP WORK

Makeup Work Because of Absence

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 the makeup work in a satisfactory manner and within the time specified by the teacher. [For further information, see policy EIA(LOCAL) and EIA(REGULATION).]

A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

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

DAEP Makeup Work

A student removed to a Disciplinary Alternative Education Program (DAEP) or other adjudicated program (Gardner Betts, Phoenix Academy) during the school year will have an opportunity to complete, before the beginning of the next school year, a foundation curriculum course in which the student was enrolled at the time of removal. The District may provide the opportunity to complete the course through an alternative method, including a correspondence course, another distance learning opportunity, or summer school. The District will not charge the student for any method of completion provided by the District. [See policy FOCA(LEGAL).]

In-school Suspension (ISS) Makeup Work

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

MEDICINE AT SCHOOL

Purchasing Medication

District employees shall not purchase nonprescription medication to administer to a student.

Administering Medication

No employee or member of the student health services team shall give any student prescription medication, non-prescription medication, herbal substances, anabolic steroids, or dietary supplements of any type, except as provided below.

Except when permitted by law or by district policy, a student shall not be permitted to possess or self-administer prescription medication, nonprescription medication, herbal substances, anabolic steroids, or dietary substances of any type and shall be required, consistent with administrative regulations or the student handbook, to turn in to the campus office of the student health services team, or in their absence, to the designated administrative staff member, any of these substances.

Prescription Medication

For the safety of all students, prescription medications must be provided by the parent along with a signed Medication Authorization Request to the student health services team. All medication must be in the original, properly labeled container, including prescription unit dose containers. Prescription medication must be administered by a member of the student health services team, or in their absence, the trained designated District administrative staff. There are three exceptions to this rule. Diabetes medication and asthma inhalers, and anaphylaxis medication may be self-administered by students under specific circumstances in accordance with legal requirements. [See FFAC(LEGAL).]

Asthma Inhalers

Asthma inhalers may be self-administered by all students if the following are in place:

- The completed "Parent/Guardian Authorization of Medication at School" form is on file in the Health Room, with the "Self-carry section" completed by parent/guardian.
- The asthma inhaler is in the original, properly labeled container (name of student, medication name, dosage and directions, name of prescribing physician who is licensed in Texas, current date).
- The physician's statement indicates that the student has the knowledge and skills to safely use and possess an asthma inhaler at school.
- The assessment by the School Nurse indicates that the student has the knowledge and skills to safely use and possess the asthma inhaler at school.

Diabetes Medication

Diabetes medication may be self-administered by certain students if the following are in place:

- The completed "Parent/Guardian Authorization of Self-Administration of Injected Insulin at School" form is on file in the Health Room.
- The medication is in the original, properly labeled container (name of student, medication name, dosage and directions, name of prescribing physician who is licensed in Texas, current date).
- The physician's statement indicates that the student has the knowledge and skills to safely use and possess diabetes medication at school.
- The assessment by the School Nurse indicates that the student has the knowledge and skills to safely use and possess the diabetes medication at school.

Anaphylaxis Medication

A student with anaphylaxis is entitled to possess and self-administer prescription anaphylaxis medicine while on school property or at school related events or activities, if the following are in place:

- The completed "Parent/Guardian Authorization of Self-Administration of Epi-Pen at School" form is on file in the Health
- Room.

- The medication is in the original, properly labeled container (name of student, medication name, dosage and directions, name of prescribing physician who is licensed in Texas, current date).
- The physician's statement indicates that the student has the knowledge and skills to safely use and possess anaphylaxis medication at school.
- The assessment by the School Nurse indicates that the student has the knowledge and skills to safely use and possess the Anaphylaxis medication at school.
- The District authorizes school personnel and volunteers who have been adequately trained to administer an epinephrine auto-injector in accordance with law and FFAC(LOCAL). Administration of epinephrine shall only be permitted when an employee or volunteer reasonable believes a person is experiencing anaphylaxis.

Nonprescription Medication

The District will not maintain and administer to a student nonprescription medication, except in accordance with the guidelines in policy FFAC(LOCAL), summarized below.

Elementary and Middle Schools

For elementary and middle school students, nonprescription medications must be provided to and administered by a member of the student health services team, or in their absence, the trained designated District administrative staff, upon receipt of a parent's written request, and when properly labeled and in the original container. A written request by a physician or other health-care professional with authority to write prescriptions shall be required when the medication must be administered daily for a period exceeding ten school days.

High Schools

High school students may possess and self-administer nonprescription medications, in properly labeled, original containers. Students shall not share their nonprescription medications with others.

Disposition of Medication

All injectable and controlled substances must be picked up by parent/guardian. Students may bring home all other medications with written parental permission.

Dietary Supplements

Employees authorized by the principal or designee and/or contracted student health services teams may administer dietary supplements provided by the parent and only if required by the Individualized Education Program or Section 504 plan of a student with disabilities.

Psychotropic Medications

A psychotropic medication is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication. It is intended to have an altering effect on perception, emotion, or behavior and is commonly described as a mood- or behavior-altering substance. (For further information see policies at FFAC.)

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

NONDISCRIMINATION STATEMENT

The Austin Independent School District prohibits acts of harassment of any kind, including harassment based on race, color, religion, gender, gender identity, gender expression, sexual orientation, national origin, disability, or any other

conduct prohibited by law, including bullying or harassment carried out via electronic forms of communication, when providing education services, activities, and programs, including CTE programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Title II of the Americans with Disabilities Act of 1990 (ADA), as amended, which incorporates and expands upon the requirements of Section

504 of the Rehabilitation Act of 1973, as amended. [See policies FB(LOCAL) and FFH(LOCAL).]

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

Title IX Coordinator, for concerns regarding student on student sexual harassment or issues involving gender equity discrimination on the basis of gender:

Name:	Mel Waxler
Position:	General Counsel
Address:	1111 West 6th Street, Austin, Texas 78703
Telephone:	512-414-6425

Employee Relations, for concerns involving sexual harassment involving a student and an adult on campus or at a District related event or involving a District employee that occurs on campus or at a District related event:

Name:	Lori Robinson
Position:	Director of Employee Relations
Address: 1	111 West 6th Street, Austin, Texas 78703
Telephone:	512-414-1431

Section 504 Coordinator, for concerns regarding discrimination on the basis of disability:

Name:	Dr. Rachel Robillard
Position:	504 Coordinator
Address:	1111 West 6th Street, Austin, Texas 78703
Telephone:	512-414-6645

Individuals with Disabilities Education Act (special education programming and activities):

Name(s):	Dr. Jean Bahney
Position:	Director, Special Education
Address:	1111 West 6th Street, Austin, Texas 78703
Telephone:	512-414-9700

NONTRADITIONAL ACADEMIC PROGRAMS

Diversified Education through Leadership, Technology, and Academics (DELTA) is an academic program available to students enrolled in each AISD high school. DELTA is an open-entry, open-exit program available at all traditional and alternative high schools in the district. It employs individualized and self-paced instruction through the use of the Pearson GradPoint Program. Its goal is to help students recover academic credits and graduate from high school. The school counselor has additional information on the program.

Homebound Program provides home-based instructional services for students confined to home or a hospital for medical reasons. A student qualifies if he/she is expected to be confined at home or hospital bedside for 4 weeks and has a medical condition documented by a physician licensed to practice in the United States.

Pregnancy Related Services (PRS) provides a student, during pregnancy and after delivery, instructional support in order to stay on track in their academic courses. Services are provided when a student is: (1) pregnant and attending classes on a campus; (2) confined to home due to medical complications; and (3) confined during the 6 weeks postpartum period.

Twilight Evening School provides all AISD high school students options for regaining lost credits. This program assists students who are at risk of dropping out by offering credit recovery during the extended hours of 4:30pm – 7:30pm, Monday – Thursday at Lanier, LBJ, and Travis High Schools.

Virtual School Program (VSP) is an online, home-based academic program that is available to high school juniors and seniors. The goal of the program is to provide academic opportunities for students who are unable to participate in a traditional classroom setting, most often because they are parents and/or must work full-time for economic reasons. Students in the VSP program may earn academic course credits and graduate from high school. This program utilizes the GradPoint Program.

Virtual Education for Teen Parents Program (VETP) is a non-traditional, home based program for parenting teens in grades 9-12 whose child/children are on the child-care waiting list at one of the AISD's Parent Education Program (PEP) sites. The goal of the program is to allow these teens to continue to accrue academic credits through VETP until space is available at one of the child-care sites, thus allowing the teen the ability to return to school. VETP utilizes the Pearson GradPoint Program.

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. [See **Excusing a Student from Reciting the Pledges to the U.S. and Texas Flags** on page 26.]

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

PRAYER

Each student has a right to individually, voluntarily, and silently pray or 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. [See also FNA(LEGAL) and AISD's Religion in Schools Guide, available online at http://archive.austinisd.org/academics/parentsinfo/religion/.]

PROMOTION AND RETENTION

A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level, the recommendation of the student's teacher, the score received on any criterion-referenced or state- mandated assessment, and any other necessary academic information as determined by the District. To earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards.

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

Promotion Requirements by Grade

Kindergarten

In kindergarten, promotion to grade 1 shall be based on a comprehensive assessment of academic indicators, as well as other areas of development.

Grades 1-2

In grades 1-2, promotion is based on the level of reading in the language of instruction and mastery of sufficient mathematics to be successful at the next grade level.

Grades 3-5

In grades 3-5, promotion is based on an overall average of 70 (C-) on a scale of 100 for language arts, mathematics, science, and social studies. In addition, the student shall be required to maintain an average of 70 (C-) in language arts and mathematics

Grades 6-8

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

Grades 9-12

In grades 9-12, promotion shall be earned by course credits and the student's original year of entry to 9th grade.

Promotions Requiring Satisfactory Performance on State Assessments

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

- In order to be promoted to grade 6, students enrolled in grade 5 must perform satisfactorily on the mathematics and reading sections of the grade 5 assessments in English or Spanish.
- In order to be promoted to grade 9, students enrolled in grade 8 must perform satisfactorily on the mathematics and reading sections of the grade 8 assessments in English.

If a student in grades 5 through 8 is enrolled in a course that earns high school credit and for which an end-of-course (EOC) assessment will be administered, the student will not be subject to the promotion requirements described above for the relevant grade 5 through 8 assessment.

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 grade 5 or 8 will have two additional opportunities to take a failed assessment. If a student fails a second time, a grade placement committee, consisting of the principal or designee, the teacher, and the student's parent, will determine the additional special instruction the student will receive. After a third failed attempt, the student will be retained; however, the parent can appeal this decision to the committee. In order for the student to be promoted, based on standards previously established by the district, the decision of the committee must be unanimous and the student must complete additional special instruction before beginning the next grade level. Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. [See policy EIE.]

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

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

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

For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee.

High School Grade Levels

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

A student in grades 9-12 will be advanced a grade level based on the number of course credits earned. [Also see Grade Level Classification on page.]

Students will also have multiple opportunities to retake EOC assessments.

REPORT CARDS / PROGRESS REPORTS AND CONFERENCES

Report cards with each student's grades or performance and absences in each class or subject are issued to parents at least once every 6 weeks in secondary schools and once every 9 weeks in elementary schools.

At the end of the first three weeks of a six-week grading period or during the fourth week of a nine-week grading period, parents will be given a written progress report if their child's performance in any course in English language arts, mathematics, science, or social studies is near or below 70, or is below the expected level of performance. If the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be requested to schedule a conference with the teacher of that class or subject. [See **Working Together** on page 22 for information on how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the Superintendent pursuant to the Board-adopted policy and are designed to reflect each student's relative mastery of each assignment for the grading period, semester, or course. State law provides that a test or course grade issued by a teacher cannot be changed unless the Board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the District's grading policy. [See policy EIA(LOCAL) and **GRADING GUIDELINES** on page 52.]

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

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

SAFETY

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

Accident Insurance

Soon after the school year begins, parents will have the opportunity to purchase low-cost accident insurance that would help meet medical expenses in the event of injury to their child. If your child does not bring a pamphlet home from school which describes this insurance coverage then contact the school administration and request a copy. Parents are reminded that Texas school districts have been granted immunity by the Texas legislature. What this means is that Austin ISD has no legal liability for damages that may be attributable to personal injuries or property damage.

Please note that AISD does obtain a limited accident insurance policy which covers students while participating in UIL-sanctioned activities (i.e. football, track, cheerleading, etc.).

Emergency Procedures: Evacuations, Shelter-in-Place, and Other Protective Actions

All Austin Independent School District school facilities have an emergency operations plan. The specifics of each plan differ for each location. The response to each situation will differ based on the specifics of that situation. The flexibility of the plan is key to the success of the response. In general, each plan involves the designation of an emergency incident management team; development of evacuation, reverse evacuation, shelter-in-place, and lockdown procedures; preparation of a portable emergency go-kit that contains key information and supplies; designation of appropriate evacuation sites; provisions for training personnel and exercising the plan; action guides for dealing with specific types of incidents; and resources for help before, during and after an event. All AISD school plans have been reviewed within the last twelve months. Students, teachers, and other District employees will participate in training and drills of emergency procedures. When emergency announcements are made or the fire alarm is sounded, students and visitors must follow the direction of teachers or others campus staff in charge quickly, quietly, and in an orderly manner. [For more information, see CKC(REGULATION).]

Evacuation Drills

Facilities have automatic fire alarm systems and are required by code to utilize that system when conducting fire-related evacuation drills. For those buildings, or parts of buildings, not connected to the main automatic fire alarm system, warnings will be made by public address announcement and door-to-door notification. Students, visitors and staff members are expected to follow the direction of the administrative incident management team, maintain accountability of personnel and report any issues identified.

Shelter-in-Place Drills

Shelter-in-Place is a short-term protective action designed to use a facility and its indoor atmosphere to temporarily separate people from hazards. Shelter-in-place procedures may be initiated as a result of severe weather or the accidental release of hazardous materials near a district facility. Students and employees may be moved to interior corridors and rooms or may be asked to remain in the classrooms. Both actions are examples of sheltering-in-place. Shelter-in-place drills will be conducted periodically to educate students and staff members of the safest locations to seek refuge within the school.

Other Protective Action Procedures

All students and employees should also be familiar with two other protective actions---lockdowns and reverse evacuations. In a lockdown situation, all students are kept in classrooms or other designated locations that are away from the danger. Faculty members are responsible for accounting for students and ensuring that no one leaves the safe area. School personnel will also secure building entrances, ensuring that no unauthorized individuals leave or enter the building. Parents will only be permitted access to the building and to their children if it is safe for them to do so. Protective actions for lockdowns, shelter-in-place, bus evacuations and additional exercises as identified will be practiced at each campus.

Emergency Medical Treatment and Contact Information

If a student has a medical emergency at school or a school-related activity when the parent cannot be reached, the school may have to rely on previously provided written parental consent to obtain emergency medical treatment, and information about allergies to medications, foods, insect bites, etc. Therefore, parents are asked each year to complete an emergency care consent/contact form. It is the responsibility of the parent/guardian to submit emergency care information to AISD and ensure the information is current (name of doctor, emergency phone numbers, allergies, etc.). If your child takes medication regularly, you, the parent, should make sure that the school has an appropriate amount of additional medication on hand. Talk with your child's school nurse for more information. Please contact the school nurse to update any information that the nurse or the teacher needs to know. If a student is transported via EMS for an emergency, it is the parent/guardians' financial responsibility.

Emergency School-Closing Information

In the event of an emergency that causes the District to close school, the District will attempt to contact parents through School Messenger (for this reason, it is important to maintain current phone numbers with your child's school). In addition, please listen to announcements from the local media (television, radio, etc.), via social media and watch the AISD Cable Channel 22. If public safety officials require that a school building be evacuated, students and staff members will be safely transported to a designated parent-student reunification center. Parents will be informed of the reunification location via the local media. At the reunification center, students will be released to their parents upon presentation of proper identification. Children will not be released to individuals who are not authorized on the student's emergency care/contact card or who do not have written parent authorization. The District will make every effort to ensure the safety of students and assist them in returning to their homes.

Each year, parents are asked to complete an emergency release form to provide contact information in the event that school is dismissed early because of severe weather or another emergency.

SCHOOL FACILITIES

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.

Unless the teacher or sponsor overseeing the activity gives permission, a student will not be permitted to go to another area of the building or campus.

After dismissal of school in the afternoon, and unless involved in an activity under the supervision of a teacher, students must leave campus immediately.

Conduct Before and After School

Teachers and administrators have full authority over student conduct at before- or after-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 stricter 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 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.

Cafeteria Services

The district participates in the School Breakfast Program and National School Lunch Program and offers students nutritionally balanced meals daily. Free and reduced-price meals are available based on financial need. Information about a student's participation is confidential. Call the Food Services Office at 512-414-0251 or visit www.austinisd.org/nutritionfoodservices/meal-applications to apply.

Students who do not qualify for meal benefits may purchase a meal at the following rates: Breakfast $1.50 (all schools); Elementary Lunch Price: $2.60; and Secondary Lunch Price: $2.75.

If students exhaust their meal account, there is a grace period during which the student can charge meals to his/her account. Elementary and middle school student may charge up to 3 meals. High school students may charge up to 2 meals. Charges must be paid in full before a regular meal is offered. Once the charge limit is reached, if the account is not replenished the student will receive a courtesy meal (cheese or peanut butter sandwich and milk). Low and negative balance letters and emails wills be sent home to notify the household. Parents and guardians may also set up low balance reminders at myschoolbucks.com.

The district does not allow foods of minimal nutritional value to be served or sold on school premises during the school. [For more information, see policy CO (LEGAL)]

Library

The library is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. The library is open for independent student use during the school day with a teacher permit.

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).

SEARCHES

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

Students' Desks and Lockers

Students' desks and lockers are school property and remain under the control and jurisdiction of the school even when assigned to an individual student.

Students are fully responsible for the security and contents of their assigned desks and lockers. Students must be certain that their lockers are locked, and that the combinations are not available to others.

Searches of desks or lockers may be conducted at any time there is reasonable cause to believe that they contain articles or materials prohibited by policy, whether or not a student is present. The parent will be notified if any prohibited items are found in the student's desk or locker.

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

Vehicles parked on school property are under the jurisdiction of the school. School officials may search any vehicle any time there is reasonable cause to do so, with or without the permission of the student. A student has full responsibility for the security and content of his or her vehicle and must make certain that it is locked and that the keys are not given to others. [Also see the Student Code of Conduct.]

Trained Dogs

The District will use trained dogs to alert school officials to the presence of prohibited or illegal items, including drugs and alcohol. At any time, trained dogs may be used around lockers and the areas around vehicles parked on school property. Searches of classrooms, common areas, or student belongings may also be conducted by trained dogs when students are not present. An item in a classroom, a locker, or a vehicle to which a trained dog alerts may be searched by school officials. [For further information, see policy FNF.]

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 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.

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3–8

In addition to routine tests and other measures of achievement, students at certain grade levels will take state-mandated assessments, such as the STAAR, in the following subjects:

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

Successful performance on the reading and math assessments in grades 5 and 8 is required by law, unless the student is enrolled in a reading or math course intended for students above the student's current grade level, in order for the student to be promoted to the next grade level. See **Promotion and Retention** on page 67 for additional information.

STAAR A, will be available for an eligible student with a Section 504 accommodation plan who has been identified with dyslexia or a related disorder, as well as for a student receiving special education services, if the student meets state-established criteria and requires certain instructional and assessment accommodations on a routine basis.

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

STAAR L is a linguistically accommodated assessment that is available for certain limited English proficient (LEP) students, as determined by the student's Language Proficiency Assessment Committee (LPAC). A Spanish version of STAAR is also available to students through grade 5 who need this accommodation.

High School Courses - End-of-Course (EOC) Assessments

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

- Algebra I
- English I, English II
- Biology
- United States 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 are 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. If a student does not meet satisfactory performance, the student will have additional opportunities to retake the assessment.

STAAR A will be available for an eligible student with a Section 504 accommodation plan who has been identified with dyslexia or a related disorder, as well as for a student receiving special education services, if the student meets state-established criteria and requires certain instructional and assessment accommodations on a routine basis.

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

A student's ARD committee for students 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.

STAAR L, which is a linguistically accommodated assessment, will be available for students who have been determined to be limited

English proficient (LEP) and who require this type of testing accommodation.

[Also see **Graduation** on page 53 for additional information.]

THEA (Texas Higher Education Assessment)

Prior to enrollment in a Texas public college or university, most students must take a standardized test, such as the Texas Higher Education Assessment [THEA]. The purpose of the THEA is to assess the reading, mathematics, and writing skills that entering freshmen-level students should have if they are to perform effectively in undergraduate certificate or degree programs in Texas public colleges and universities. This test may be required before a student enrolls in a dual-credit course offered through the district as well.

STEROIDS

State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for medical use only, and only a physician can prescribe use.

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

Students participating in UIL athletic competition may be subject to random steroid testing. More information on the UIL testing program may be found on the UIL website at http://www.uiltexas.org/health/steroid-information.

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) with the enrollment and registration process, as well as other educational services throughout the student's enrollment in the district.

Please contact Edna Butts, who has been designated as the district's liaison for children in the conservatorship of the state, at 414-3960 or edna.butts@austinisd.org, with any questions.

SUBSTANCE ABUSE PREVENTION AND INTERVENTION

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

SUICIDE AWARENESS

The district is committed to partnering with parents to support the healthy mental, emotional, and behavioral development of its students. If you are concerned about your child, please access the following Web sites or contact the school counselor for more information related to suicide prevention and to find mental health services available in your area:

http://www.texassuicideprevention.org/

http://www.dshs.state.tx.us/mhservices-search/

SUMMER SCHOOL

Please contact the Department of School, Family and Community Education at 512-414-0112 regarding AISD summer school and summer programs.

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

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

TRANSFERS / SCHOOL CHOICE

The general rule in Austin ISD is that students will attend the school in the attendance zone in which the student resides.

Transfers Under Local Transfer Policy FDB (LOCAL).

Local District Policy FDB(LOCAL) allows any student to request a transfer to another school based on available space. Transfer requests must be received by the established deadline stated in the policy. More details on these transfer options are below. Students entering magnet programs (LASA, Kealing and Fulmore) and application programs (Ann Richards, Fine Arts Academies at McCallum and Lamar, IB at Anderson, Dual Language, etc.) are accepted on an application basis and coded in the transfer file as curriculum transfers.

Continuation Transfers

Once a transfer is approved, it is good through the highest grade at that level. For example, an elementary transfer is good through the fifth grade or sixth grade (for those schools with sixth grade); a middle school transfer is good through the eighth grade; and a high school transfer is good through the 12th grade. AISD students/parents do not need to reapply for a transfer each year that their children remain in the same school.

Sibling Transfers

The Board has designated through District Policy FDB that students with a sibling at the same school will be given priority "sibling" transfer approval. One of the students must be on a transfer for the sibling to receive the priority. The students must be attending the school at the same time, and one must be at the school at the time of the transfer request. For example, a sibling priority is not given if a parent applies for two students to attend an elementary school at first and third grades. The third-grader is approved because there is available third-grade transfer space, but the first-grader is not approved, because there is no transfer space. Please call Student Services at 512-414-1726 if you have any questions about a sibling transfer into a frozen school or a school with limited space.

Tracking Transfers

The Board has designated through District Policy FDB that students who have attended a school for two or more years at the highest grade, with at least one year on a transfer will be given priority "tracking" transfer approval. Please call Student Services at 512-414-1726 if you have any questions about a tracking transfer into a frozen school or a school with limited space.

Majority-to-Minority Transfers

The Board has designated through District Policy FDB that Black (not of Hispanic origin) or Hispanic students who are coming from a school with more than 50% Black (not of Hispanic origin) and Hispanic students and requesting a transfer to a school with less than 50% Black (not of Hispanic origin) and Hispanic students may be given priority "Majority-to-Minority" transfer approval. Please call Student Services at 512-414-1726 if you have any questions about a Majority-to-Minority transfer into a frozen school or a school with limited space.

Curriculum Transfers

A transfer may be requested when a student's desired program of study is not offered at the student's school of residence. A "program of study" is a continuous sequence of courses designed to allow a student to pursue a specific area of learning (e.g., Magnets, ROTC, IB, Fine Arts Academy). All of these programs have limited space and students must apply to the program. Behavior, attendance, and grades are often considered when a student applies for a particular program.

General Transfers

The District receives transfer requests from parents for many different general reasons, including after-school care, before-school care, health/safety, friends, and many different family circumstances. These transfers are approved on a space available basis if submitted by the stated deadlines. If a transfer is denied and the parent appeals the decision, the administration evaluates the facts of each appeal to determine whether such facts are compelling, otherwise not addressed in Board policy, and fair to all concerned.

Public Education Grant (PEG) Transfers

Students from PEG identified schools are allowed to transfer to another district. The Public Education Grant (PEG) Program mandated by the Texas Legislature identifies schools at which 50 percent or more of the students did not pass TAKS or were rated as Academically Unacceptable under the statewide accountability system in any two of the preceding three years. Students may not transfer from a PEG identified school to another PEG identified school. Each district makes individual determinations of whether to accept PEG transfers, as state law does not require districts to accept PEG requests. Students from PEG identified schools wishing to transfer within the District to another non-PEG identified AISD school, may request a transfer under the Local Transfer Policy FDB(LOCAL).

Diversity Choice Transfers

District policy FC(LOCAL) allows students residing in specified elementary attendance areas to choose to attend the secondary schools designated in the policy with transportation provided by the District. See the chart below for a list of diversity choice options. Eligible students and parents are notified of this diversity choice option through letters sent home by the Office of Student Services/Records and school notifications. Once the Diversity choice is made, the chosen school becomes the student's home school through the highest grade in the school. Parents of middle school students can call Student Services at 512-414-1726 with questions about a tracking transfer into high school.

No Child Left Behind (NCLB) Choice Transfers

Under the federal No Child Left Behind (NCLB) accountability results, students at schools failing to meet AYP (Federal Accountability Standards) are eligible for NCLB choice options to attend another school within the District. The District identifies two other schools which met AYP from which the student may choose to attend. A letter to parents explaining this choice option is mailed to eligible parents as soon as a final determination is made. Transportation to the choice school is provided to NCLB choice students. **Once the NCLB choice is made, the chosen school becomes the student's home school through the highest grade in the school.**

If the student later wants to attend another school, the student is required to apply for a transfer.

(*Please note the State and Federal Accountability Systems are different and measure different academic standards. A school can be low performing on the State Accountability System and meet the AYP Federal Accountability Standard).*

[See **School Safety Transfers** on page 30, and **Bullying** on page 36 for other transfer options.]

DIVERSITY CHOICE

Students residing in the elementary attendance areas listed on the chart below may choose to attend the school shown in the "Assigned" column or choose to attend the school shown in the "Diversity Choice" column with bus transportation provided by the District. These are the only permitted choices under this provision. (Where an entry has been left blank, students are expected to attend the school in their assigned tracking pattern.) Note: Students in the elementary schools listed that have sixth grade may for sixth grade continue to attend the elementary school, attend the assigned middle school or choose the diversity choice school.

Campus principals and counselors will be able to answer most of your questions about your child's options under this Diversity Choice Program. They can provide information about schools' academic performance, class scheduling and curriculum. Please feel free to contact them. You are also welcome to visit campuses. Please call ahead for an appointment so that a staff member is available to meet with you.

DIVERSITY CHOICE FOR 2015–2016

Elementary School	Grade Change	Assigned El 6th or MS	Diversity Choice MS	Grade Change	Assigned HS	Diversity Choice HS
Escuela Primaria	Cambio de grado	Escuela Media asignada	Opción de Diversidad Escuela Media	Cambio degrado	Escuela Secundaria asignada	Opción de Diversidad Escuela Secundaria
Allison (001)	5th -> 6th	Martin (001)	O. Henry	8th —> 9th	Eastside Memorial	Crockett
Barton Hills (008)	5th -> 6th	Barton Hills/O. Henry	Martin	8th —> 9th	Austin	na
Barton Hills (008)	6th -> 7th	O. Henry	Martin	8th —> 9th	Austin	na
Becker (009)	5th -> 6th	Fulmore (009)	Covington	8th —> 9th	Travis	Bowie
Blackshear (010)	5th -> 6th	Kealing (010)	na	8th —> 9th	Eastside Memorial	Austin
Brooke (013 only)	5th -> 6th	Martin	Murchison	8th —> 9th	Eastside Memorial	na
Bryker Woods (015, 016)	5th -> 6th	B. Woods/O. Henry	Martin	8th —> 9th	Austin	na
Bryker Woods (015, 016)	6th -> 7th	O. Henry	Martin	8th —> 9th	Austin	na
Campbell (017, 018, 019)	5th -> 6th	Kealing (017, 018, 019)	na	8th —> 9th	McCallum	McCallum
Govalle (026)	5th -> 6th	Martin	O. Henry	8th —> 9th	Eastside Memorial	na
Mathews (043 only)	5th -> 6th	Mathews/O. Henry	Martin	8th —> 9th	Austin	na
Mathews (043 only)	6th -> 7th	O. Henry	Martin	8th —> 9th	Austin	na
Metz (045 only)	5th -> 6th	Martin (045)	na	8th —> 9th	Eastside Memorial	Austin
Norman (047, 347)	5th -> 6th	Martin with YMLA/ YWLA Option	na	8th —> 9th	LBJ	Lanier
Oak Springs (051)	5th -> 6th	Kealing (051)	Lamar	8th —> 9th	Eastside Memorial	Anderson
Ortega (054)	5th -> 6th	Martin (054)	Lamar	8th —> 9th	Eastside Memorial	Anderson
Ortega (225)	5th -> 6th	Martin	O. Henry	8th —> 9th	Eastside Memorial	na
Sims (068 only)	5th -> 6th	Martin with YMLA/ YWLA Option	Lamar	8th —> 9th	Reagan	na
Zavala (081)	5th -> 6th	Martin (081)	Murchison	8th —> 9th	Eastside Memorial	Austin
Zilker (082)	5th -> 6th	O. Henry	Martin	8th —> 9th	Austin	na

Grade Translation for Students Transferring In

Courses completed in out-of-district schools, both foreign and domestic, which can be aligned with Texas Essential Knowledge and Skills (TEKS), shall be considered eligible for transfer of credit. Foreign transcripts and supplemental documents should be translated in English and presented to the campus registrar with the original foreign transcript.

A uniform grading system for translating letter grades to a numerical score, shown at right, is used in all high schools unless the sending school provides an alpha to numeric grading scale.

Please refer to the following: EI(LOCAL), EIA(LOCAL) and (REGULATION), and FEC.

TRANSPORTATION

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. The principal, however, may make an exception if the parent makes a written request that the student be released to the parent or to another adult designated by the parent.

TRANSLATING LETTER GRADES IN GRADES 3–5 TO NUMERICAL GRADES		
A–Excellent (90–100)	A+	98–100
	A	94–97
	A-	90–93
B–Good (80–89)	B+	88–89
	B	84–87
	B-	80–83
C–Fair (70–79)	C+	78–79
	C	74–77
	C-	70–73
F–Failing	F	0–69

Transportation Eligibility and Guidelines

School bus service is provided to students based upon eligibility criteria as set forth by District Policy. Students are eligible for transportation if the following criteria are met:

1. Students reside two or more miles from their campus of regular attendance, i.e. home school, Magnet school, or AISD Academy, measured along the shortest route to school. The 'home school' campus is determined by the student's residential address and the assignment boundary of each school.

2. Students living within two miles of their home school, Magnet school, or AISD Academy who would be subject to hazardous traffic conditions if they were to walk to school.

[See **Transfers** on page 75 and FDB(LOCAL) regarding transportation for students on transfer.]

Further information may be obtained on the District's transportation website, http://www.austinisd.org/schools/bus or by entering "bus stop finder" in the AISD search box.

Students are expected to assist District staff in ensuring that buses remain in good condition and that transportation is provided safely. When riding in District vehicles, students are held to behavioral standards established in this handbook and the Student Code of Conduct.

Guidelines Governing Student Conduct on AISD School Buses

A pupil riding on an A.I.S.D. school bus is under the supervision of the Austin schools the same as if he/she is in the school building or on the school grounds, and therefore, is subject to the student disciplinary policies of the District.

Student's Behavior Rules: Respect self, others and property!

1. For the safety of everyone, behave appropriately with no loud noises.
2. Cooperate with the bus driver and others.
3. Enter and exit the bus in an orderly fashion.
4. Stay in your assigned seat, facing forward, and wearing seat belt.
5. Keep hands, head, and feet inside the bus.
6. Do not drop or throw objects inside or outside the bus.
7. Do not eat or drink on the bus. (Students are allowed to drink water.)
8. Do not litter on the bus.
9. No inappropriate language.
10. No weapons, alcohol, or drugs including tobacco.
11. No physical or verbal altercations.
12. No skateboards.
13. Buckle up at all times.

Consequences for Violations

If any of the above student behavior rules are broken, the bus driver will make a referral of the violation to the principal and the following disciplinary actions will be considered:

1st Violation: Principal or assistant will conference with student. Suspension from the bus may occur with this violation. Parents or guardians will be notified.

2nd Violation: Student will be suspended from the bus for three school days. Parents or guardian will be notified.

3rd Violation: Student will be suspended from the bus for an extended period of time until an agreement can be reached between parents, guardians, administrator, bus driver; transportation supervisor, and student.

Serious offenses may warrant more serious disciplinary measures, up to and including removal to a disciplinary alternative education program or expulsion from school. Incidents will be addressed on a case-by-case basis.

Parent's Responsibility

1. Read and discuss with your child(ren) the responsibilities, behavior rules and violation consequences covered by the
2. Transportation Guidelines.
3. Inform your child(ren) of the location of bus stop, time and to wait in a single line.
4. Require your child(ren) to arrive 5 minutes prior to scheduled time and to conduct themselves appropriately on school buses.
5. Support the school officials in their efforts to operate a safe and efficient transportation system.

IMPORTANT—Parents are responsible for providing transportation for the student to attend school during suspension from the bus. This is not a suspension from class. If student does not attend school during suspension from the bus, the absence is unexcused.

Driver's Responsibilities

1. Operate the bus safely.
2. Be on the bus to supervise the daily boarding and de-boarding of students and follow campus procedures.
3. During orientation or within the first two weeks of school discuss safety, evacuation procedures, and guidelines governing student conduct on AISD school buses with students.
4. After the first verbal warning to the student, write a referral for any subsequent violations and submit to Transportation so it can be sent to the campus principal.
5. Assign seats, maintain a current seating chart and give a copy to school official and to the transportation department.
6. Call the dispatcher for any needed guidance.

Principal's Responsibilities

1. Inform parents and students of school bus rules and consequences of violations.
2. Investigate and respond to complaints and referrals.
3. Confer with students, parent and bus driver when appropriate.
4. Be present or appoint a designated representative to be at the campus-loading zone during arrival and departure times.
5. Meet with the drivers at the beginning of each school year and as needed throughout the year to discuss loading procedures, safety concerns, discipline procedures, etc.

6. Maintain in the school office current schedules and rider information of all buses assigned to the campus. This information should be current by the end of the first week of school.
7. Provide students with auxiliary rider forms as needed.

VANDALISM

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

VIDEO CAMERAS

For safety purposes, video and audio recording equipment may be used to monitor student behavior, including on buses and in common areas on campus. Signs stating that students may be video or audio recorded shall be posted in District buildings and on school buses. Students will not be told when equipment is being used.

Recordings shall remain in the custody of the principal or Department of Transportation and shall be maintained as required by law. Recordings shall be reviewed as needed by the principal, and evidence of student misconduct shall be documented. Discipline will be in accordance with the Student Code of Conduct. [For more information please see policy FO (LOCAL).]

VISITORS TO THE SCHOOL

Parents and others are welcome to visit District schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the main office and present some form of identification (such as a driver license or other photo ID). The identification will be scanned or manually entered into the Safety Check system. Safety Check will screen each visitor's identity against the registered sex offender databases in 48 states, as well as local alerts, such as court ordered restraining orders.

Once the check is performed, an adhesive visitor's badge will be printed with the visitor's name and photo. All visitors must wear this badge during the entire time they spend on the campus.

According to GKC(LOCAL), visits to individual classrooms during instructional time are permitted only with approval of the principal and teacher and only so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment.

All visitors are expected to demonstrate the highest standards of courtesy and conduct; disruptive behavior will not be permitted.

Commonly Asked Questions About Safety Check

What is Safety Check

Safety Check is a web-based visitor management system implemented to enhance the safety of students and staff by screening visitors on our campus.

Why is my school using Safety Check?

The safety and wellbeing of students and staff is the district's highest priority. This system will allow the campus to track visitors to the campus and prevent those who may pose a threat to safety from entering the building undetected. Your school is one of many to use the Safety Check system.

Who will be checked?

All visitors, vendors, and others who come to the campus.

How does Safety Check work?

Visitors' driver licenses or other ID cards are scanned to check against sex offender databases in 48 states. (Additionally,

other local checks, such as court restraining orders, can be added.) Once the scan is complete, a visitor's badge will be printed for the visitor to wear at all times while on the campus.

What is Safety Check looking for?

Safety Check searches for registered sex offenders or other local alerts such as court restraining orders or court ordered custody arrangements.

What ID can I use?

A government issued ID such as a driver license or state ID card, or an ID obtained from a consulate can be used. A District-issued ID can be provided to those who need one (see your campus for details).

Will the system check immigration status?

No. The system only searches for registered sex offenders or other court orders, which do not include immigration status.

What happens if I am identified as an offender by the system?

An administrator will privately inform you of what the results mean as far as your presence on campus.

Is my Safety Check information kept confidential?

Yes. All information obtained will remain confidential and will not be shared or made public.

If I want more information, whom can I contact?

If you have technical questions about the Safety Check system, please email safetycheck@austinisd.org. If you have concerns regarding the handling of information obtained via Safety Check, please contact the campus administrator.

VOLUNTEERS

The District welcomes volunteers who work to support students and schools. State law requires that school volunteers undergo a criminal history information review, unless the volunteer is a parent or grandparent of a student on the campus. Additionally, District policy GKG(LOCAL) requires a criminal history background check for all prospective mentors, or a volunteer who will have unsupervised access to students, regardless of the exceptions described above, and campus administrators may require background checks for any and all other volunteers at their campus as necessary.

Unless otherwise noted at the campus, background checks are performed through the Austin Partners in Education (APIE) at www.austinpartners.org. The checks are performed at no cost to volunteers. GKG (REGULATION) lists the standards that will be applied to criminal history checks for volunteers before they begin work with students.

Volunteers who work with student information are legally required to maintain strict confidentiality to protect student privacy rights. Such volunteers are required to sign a confidentiality agreement stating that they understand the expectations and requirements associated with privacy.

Any volunteers serving on elementary campuses, especially those who will be supervising students, should receive training and materials associated with the duties and expectations for volunteers.

WITHDRAWING FROM SCHOOL

Please contact your child's current school for information on how to withdraw your child.

APPENDIX I: GLOSSARY

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

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

ACT refers to one of the two most frequently used college or university admissions exams: the American College Test. The test may be a requirement for admission to certain colleges or universities.

ARD is the admission, review, and dismissal committee convened 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.

DAEP stands for Disciplinary Alternative Education Program, a placement for students who have violated certain provisions of the Student Code of Conduct.

EOC assessments are end-of-course tests, which are state-mandated, and are part of the STAAR program. Successful performance on EOC assessments will be required for graduation. These exams will be given in English I, English II, Algebra I, Biology, United States History.

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

FMNV stands for foods of minimal nutritional value.

IEP is the written record of the individualized education program prepared by the ARD committee for a student with disabilities who is eligible for special education services. The IEP contains several parts, such as a statement of the student's present educational performance; a statement of measurable annual goals, with short-term objectives; the special education and related services and supplemental aids and services to be provided, and program modifications or support by school personnel; a statement regarding how the student's progress will be measured and how the parents will be kept informed; accommodations for state or districtwide tests; whether successful completion of state-mandated assessments is required for graduation, etc.

IGC is the individual graduation committee, formed in accordance with state law, to determine a student's eligibility to graduate when the student has failed to demonstrate satisfactory performance on no more than two of the required state assessments.

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

NCLB Act is the federal No Child Left Behind Act of 2001.

PGP stands for Personal Graduation Plan, which is required for high students beginning with ninth graders in the 2014-15 school year, 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.

SAT refers to one of the two most frequently used college or university admissions exams: the Scholastic Aptitude Test. The test may be a requirement for admissions to certain colleges or universities.

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

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

STAAR is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments, effective beginning with certain students for the 2011–2012 school year.

STAAR A is an accommodated version of the STAAR that is available for certain students who receive special education services or students who have been identified as dyslexic.

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 Linguistically Accommodated (STAAR L) is an alternative state-mandated assessment with linguistic accommodations designed for certain recent immigrant English language learners.

State-mandated assessments are required of students at certain grade levels and in specified subjects. Successful performance sometimes is a condition of promotion, and passing the grade 11 exit-level test or end-of-course assessments, when applicable, is a condition of graduation. Students have multiple opportunities to take the tests if necessary for promotion or graduation.

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

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

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

UIL refers to the University Interscholastic League, the statewide voluntary nonprofit organization that oversees educational extracurricular academic, athletic, and music contests.

APPENDIX II: 2015–2016 AUSTIN ISD Contact Information
1111 W. Sixth St., Austin, Texas 78703
512-414-1700 | www.austinisd.org

Austin ISD Board of Trustees

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Superintendent

Paul Cruz, Ph.D

2015-16 - AUSTIN INDEPENDENT SCHOOL DISTRICT

1111 West 6th Street, Austin TX 78703 414-1700 (www.austinisd.org)

HIGH SCHOOLS (17)

LOC#	SCHOOL (Grades 9-12)	ADDRESS	PHONE	FAX	PRINCIPAL/DIRECTOR
017	Akins HS	10701 South 1st St., 48	841-9900	841-9903	Brandi Hosack
009	Anderson HS	8403 Mesa Dr., 59	414-2538	338-1293	Donna Houser
002	Austin HS	1715 W. Cesar Chavez, 03	414-2505	414-7373	Amy Taylor
	Global Studies Program		841-1950	474-7373	Nicole Griffith
013	Bowie HS	4103 Slaughter Ln., 49	414-5247	292-0527	Stephen Kane
008	Crockett HS	5601 Manchaca Rd., 45	414-2532	447-0489	Craig Shapiro
019	Eastside Memorial HS@ Johnston	1012 Arthur Stiles, 21	414-5810	414-6819	Bryan Miller
015	Garza Independence HS	1600 Chicon Street, 02	414-8600	414-8615	Linda Webb
029	International High School	1012 Arthur Stiles, 21	414-6817	841-5621	Leti Vega, Director
014	LBJ HS	7309 Lazy Creek Dr., 24	414-2543	414-7076	Sheila Henry
004	Lanier HS	1201 Payton Gin Rd W., 58	414-2514	832-1203	Ryan Hopkins(Interim)
018	Liberal Arts/Science Academy (LASA)	7309 Lazy Creek Dr., 24	414-5272	414-6050	Stacia Crescenzi
005	McCallum HS	5600 Sunshine Dr., 56	414-2519	453-2599	Mike Garrison
026	Lanier Graduation Prep Academy	1201 Payton Gin Rd W., 58	414-2896	866-368-9369	Vacant, Director
025	Travis Graduation Prep Academy	1211 E. Oltorf, 04	414-6635	866-368-9413	Eliseo Reyna, Director
006	Reagan HS	7104 Berkman Dr., 52	414-2523	452-7089	Anabel Garza
007	Travis HS	1211 E. Oltorf, 04	414-2527	707-0050	Ty Davidson

MIDDLE SCHOOLS (22)

LOC#	SCHOOL (Grades 6 - 8)	ADDRESS	PHONE	FAX	PRINCIPAL/DIRECTOR
059	Bailey MS	4020 Lost Oasis Hollow, 39	414-4990	292-0898	John Rocha
054	Bedichek MS	6800 Bill Hughes Rd., 45	414-3265	444-4382	Dan Diehl
046	Burnet MS	8401 Hathaway, 57	414-3225	452-0695	David Dean
057	Covington MS	3700 Convict Hill Rd, 49	414-3276	892-4547	Shannon Sellstrom
055	Dobie MS	1200 Rundberg Ln., 53	414-3270	836-8411	Maggie Araujo
043	Fulmore MS	201 East Mary, 04	414-3207	441-3129	Lisa A. Bush
	Magnet School		841-4916	841-4915	Leigh Northcutt
	Comprehensive Academic Program		414-3207	441-3129	Melinda Michaud
064	Garcia Young Men's Leadership Academy	7414 Johnny Morris Road	841-9400	841-9401	Sterlin McGruder
062	Gorzycki MS	7412 W. Slaughter Ln., 49	841-8600	841-8601	Cathryn Mitchell
044	Kealing MS	1607 Pennsylvania Ave., 02	414-3214	478-9133	Kenisha Coburn
	Magnet School		414-3180	414-6704	Diane Carter
	Comprehensive Academic Program		414-3214	478-9133	LaNica Failey
045	Lamar MS	6201 Wynona, 57	414-3217	467-6862	George Llewellyn
051	Martin MS	1601 Haskell, 02	414-3243	320-0125	Rey Garcia
058	Mendez MS	5106 Village Square, 44	414-3284	442-5738	Ron Gonzales
052	Murchison MS	3700 North Hills Dr., 31	414-3254	343-1710	Sammy Harrison
047	O. Henry MS	2610 West 10th St., 03	414-3229	477-7428	Pete Price
061	Paredes MS	10100 S. Mary Moore Searight, 48	841-6800	841-7036	Valerie Torres-Solis
065	Sadler Means Young Women's Leadership Academy	6401 N. Hampton Dr., 23	414-3234	926-6146	Ivette Savina
060	Small MS	4801 Monterey Oaks Blvd., 49	841-6700	841-6703	Vacant
053	Webb MS	601 E. St. Johns, 52	414-3258	452-9683	Raul Sanchez

OTHER SCHOOLS (9)

LOC#	SCHOOL/CENTER (Diff. Grades)	ADDRESS	PHONE	FAX	PRINCIPAL/DIRECTOR
012	Alternative Learning Center (6-12)	901 Neal, 02	414-2554	476-2809	Dennis Harms
028	Ann Richards School for Young Women Leaders (6-12)	2206 Prather Ln., 04	414-3236	441-5208	Jeanne Goka-Dubose Texanna Turner
852	Clifton Career Dev. School (10-12)	1519 Coronado Hills Dr., 52	414-3614	323-2646	Tony Dishner
192	Dobie PreK (PK)	1200 Rundberg Ln., 53	414-9010	414-9014	Courtney Roberson
115	Elementary DAEP (PK-5)	906 W. Milton St., 04	414-2074	841-7435	Sally Rothenberg
131	Lucy Read Pre-Kindergarten (PK)	2608 Richcreek Road, 57	414-9400	414-9401	Ami Cortes-Castillo
251	Rosedale School (PK-12)	2117 W. 49th St., 56	414-3617	458-6754	Elizabeth Dickey
177	Uphaus Early Childhood Ctr (PK–K)	5200 Freidrich Lane, 44	414-5520	414-5521	Leticia Botello
193	Webb Primary (PK-3)	601 E. St. Johns, 52	414-8830	414-8834	Dolores Godinez

DISTRICT FACILITIES (7)

LOC #		ADDRESS	PHONE	FAX	DIRECTOR
945	Baker Center	3908 Avenue B., 51	414-0112	414-0393	Gloria Williams
951	Burger Activity Center	3200 Jones Rd., 45	414-1048	414-0469	Mike Szymarek
949	Delco Activity Center	4601 Pecan Brook Dr., 24	841-8323	841-8335	David Seaborn
950	Noack Sports Complex	5300 Crainway Dr., 24	841-8323	841-8335	David Seaborn
917	Professional Development Ctr.	3908 Avenue B., 51	414-3976	841-1547	Jan John
927	Service Center	5101 E. 51st. St., 23	414-3299	414-4409	Juan Nunez
956	Skyline/Austin ISD Technology	1949 South IH 35.,41	414-9379	414-9361	Jim Lax

AUSTIN INDEPENDENT SCHOOL DISTRICT ELEMENTARY SCHOOLS (80)

LOC#	SCHOOL	ADDRESS	PHONE	FAX	PRINCIPAL
101	Allison Elementary School (PK-5)	515 Vargas Rd., 41	414-2004	385-0905	Guadalupe Velasquez
102	Andrews Elementary School (PK-5)	6801 Northeast Dr., 23	414-1770	926-6635	Saleem Blevins
187	Baldwin Elementary School (PK-5)	12200 Meridian Park Blvd.	841-8900	841-8901	Rosa Peña
182	Baranoff Elementary School (K-5)	12009 Buckingham Gate Rd.,48	841-7100	841-7104	Megan Counihan
149	Barrington Elementary School (K-5)	400 Cooper Drive, 53	414-2008	836-4077	Gilma Sanchez
103	Barton Hills Elementary School (K-6)	2108 Barton Hills Dr., 04	414-2013	841-3849	Kati Achtermann
104	Becker Elementary School (PK-5)	906 West Milton, 04	414-2019	442-1759	Valerie Borchers
105	Blackshear Elementary School (PK-5)	1712 East 11th St., 02	414-2021	477-7640	Betty Jenkins
106	Blanton Elementary School (K-5)	5408 Westminster Dr., 23	414-2026	926-8553	Dora Molina
185	Blazier Elementary School (PK-5)	8601 Vertex Blvd., 44	841-8800	841-8801	Leti Pena-Wilk
170	Boone Elementary School (PK-5)	8101 Croftwood Dr., 49	414-2537	280-3307	Kathleen Noack
107	Brentwood Elementary School (PK-5)	6700 Arroyo Seco, 57	414-2039	453-8928	Amber Laroche
108	Brooke Elementary School (PK-5)	3100 East 4th St., 02	414-2043	385-3862	Griselda Galindo-Vargas
109	Brown Elementary School (PK-5)	505 W. Anderson Ln., 52	414-2047	452-6097	Veronica Sharp
110	Bryker Woods Elementary School (K-6)	3309 Kerbey Lane, 03	414-2054	459-9047	Jane Kronke
111	Campbell Elementary School (PK-5)	2613 Rogers Ave., 22	414-2056	841-1246	Keith Moore
173	Casey Elementary School (PK-5)	9400 Texas Oaks Dr.,48	841-6900	841-6925	Lina Villareal
112	Casis Elementary School (PK-5)	2710 Exposition Blvd., 03	414-2062	477-1776	Samuel Tinnon
184	Clayton Elementary School (K-5)	7525 La Crosse Ave., 39	841-9200	841-9201	Dru Robinett
161	Cook Elementary School (PK-5)	1511 Cripple Creek, 58	414-2510	837-5983	Wendy Mills
183	Cowan Elementary School (PK-5)	2817 Kentish Dr., 48	841-2700	841-2755	Deborah Warnken
113	Cunningham Elementary School (PK-5)	2200 Berkeley Ave., 45	414-2067	441-6006	Amy Lloyd
179	Davis Elementary School (PK-5)	5214 Duval Rd., 27	414-2580	346-7384	Jennifer Daniels
114	Dawson Elementary School (PK-5)	3001 South 1st., 04	414-2070	442-5765	Tania Jedele
154	Doss Elementary School (PK-5)	7005 Northledge, 31	414-2365	345-0013	Janna Griffin
176	Galindo Elementary School (PK-5)	3800 S. 2nd St., 04	414-1756	414-0448	Kate Shaum
116	Govalle Elementary School (PK-5)	3601 Govalle Ave., 02	414-2078	926-4820	Paula Reyes
159	Graham Elementary School (PK-5)	11211 Tom Adams Dr., 53	414-2395	835-4562	Blaine Helwig
186	Guerrero Thompson Elementary School PK-5)	102 East Rundberg Lane, 53	414-8400	414-8401	LaKesha Drinks
117	Gullett Elementary School (K-5)	6310 Treadwell Blvd., 57	414-2082	451-2036	Janie Ruiz
118	Harris Elementary School (PK-5)	1711 Wheless Ln., 23	414-2085	929-7347	Monica Martinez
163	Hart Elementary School (K-5)	8301 Furness, 53	841-2100	841-2190	Sonia Tosh
119	Highland Park Elementary School (K-5)	4900 Fairview, 31	414-2090	414-2626	Katherine Peña
155	Hill Elementary School (PK-5)	8601 Tallwood Dr., 59	414-2369	841-8105	Beth Newton
162	Houston Elementary School (PK-5)	5409 Ponciana Dr., 44	414-2517	448-4869	Elia Diaz-Camarillo
178	Jordan Elementary School (PK-5)	6711 Johnny Morris Rd, 24	414-2578	926-8299	AdriennеWilliams
120	Joslin Elementary School (PK-5)	4500 Manchaca Rd., 45	414-2094	443-3011	Jennifer Pace
180	Kiker Elementary School (PK-5)	5913 La Crosse Ave., 39	414-2584	288-5779	Lori Schneider
172	Kocurek Elementary School (PK-5)	9800 Curlew Dr., 48	414-2547	282-7824	Heather Scholl
168	Langford Elementary School (PK-5)	2206 Blue Meadow, 44	414-1765	447-4808	Dounna Poth
121	Lee Elementary School (K-6)	3308 Hampton Rd., 05	414-2098	478-4463	John Hewlett
160	Linder Elementary School (PK-5)	2800 Metcalfe Rd., 41	414-2398	447-3222	Beverley Odom
122	Maplewood Elementary School (PK-6)	3808 Maplewood Ave., 22	414-4402	472-8559	Vickie Jacobson
123	Mathews Elementary School (PK-6)	906 West Lynn, 03	414-4406	476-2108	Grace Martino-Brewster
165	McBee Elementary School (PK-5)	1001 West Braker Lane, 58	841-2500	841-2333	Maggie De la Rosa
147	Menchaca Elementary School (PK-5)	Box 759, Manchaca, 78652	414-2333	282-4043	Eliza Loyola
124	Metz Elementary School (PK-5)	84 Robert T. Martinez, Jr. 02	414-4408	472-3412	Martha Castillo
181	Mills Elementary School (PK-5)	6201 Davis Ln., 49	841-2400	841-2490	Lalla Beachum
150	Norman Elementary School (PK-5)	4001 Tannehill Ln., 21	414-2347	926-6321	Floretta Andrews
148	Oak Hill Elementary School (PK-5)	6101 Patton Ranch Rd., 35	414-2336	892-2279	Lori Komassa
125	Oak Springs Elementary School (PK-5)	3601 Webberville Rd., 02	414-4413	472-5005	Monica Woods
156	Odom Elementary School (PK-5)	1010 Turtle Creek Blvd., 45	414-2388	443-6170	Sondra McWilliams
126	Ortega Elementary School (PK-5)	1135 Garland Ave., 21	414-4417	929-7906	Jennifer Stephens
189	Overton Elementary School (PK-5)	7201 Colony Loop Dr., 24	841-9300	841-9301	Courtney Colvin
188	Padron Elementary School (PK-5)	2011 West Rundberg Lane, 78753	841-9600	841-9601	Rafael Soriano
171	Palm Elementary School (PK-5)	7601 Dixie Dr., 44	414-2545	280-2769	Rhoda Coleman
143	Patton Elementary School (PK-5)	6001 Westcreek Dr., 49	414-1780	892-6541	Debra Price
128	Pease Elementary School (K-6)	1106 Rio Grande, 01	414-4428	477-3009	Matthew Nelson
129	Pecan Springs Elementary School (PK-5)	3100 Rogge Ln., 23	414-4445	926-0001	Elaine McKinney
190	Perez Elementary School (PK-5)	7500 S. Pleasant Valley Road 44	841-9100	841-9101	David Kauffman
164	Pickle Elementary School (PK-5)	1101 Wheatley, 52	841-8400	841-8444	Lauro Davalos
151	Pillow Elementary School (PK-5)	3025 Crosscreek Dr., 57	414-2350	467-2513	Brian Hill
130	Pleasant Hill Elementary School (PK-5)	6405 Circle S Rd., 45	414-4453	442-4741	Sharon Stoner
132	Reilly Elementary School (PK-5)	405 Denson Dr., 52	414-4464	453-1193	Annette Almendarez
133	Ridgetop Elementary School (PK-5)	5005 Caswell Ave., 51	414-4469	459-9187	Joaquin Gloria
174	Rodriguez Elementary School (PK-5)	4400 Franklin Park Dr.,44	841-7200	841-7205	Monica Villasenor
136	St. Elmo Elementary School (PK-5)	600 W. St. Elmo Rd., 45	414-4477	442-6871	Adriana Gonzales
127	Sanchez Elementary School (PK-5)	73 San Marcos, 02	414-4423	472-9493	Azucena Garcia
139	Sims Elementary School (PK-5)	1203 Springdale Rd., 21	414-4488	841-1282	Freda Mills
138	Summitt Elementary School (PK-5)	12207 Brigadoon Ln., 27	414-4484	832-1458	Dedra Standish
158	Sunset Valley Elementary School (PK-5)	3000 Jones Rd., 45	414-2392	892-7206	Kimberly Cantu Placker
140	Travis Heights Elementary School (PK-5)	2010 Alameda Dr., 04	414-4495	442-9537	Lisa Robertson
141	Walnut Creek Elementary School (PK-5)	401 W. Braker Ln, 53	414-4499	837-6789	Dinorah Bores
175	Widen Elementary School (PK-5)	5605 Nuckols Crossing, 44	414-2556	441-8971	Kim Royal
166	Williams Elementary School (PK-5)	500 Mairo, 48	414-2525	292-3041	Joan Bertino
157	Winn Elementary School (PK-5)	3500 Susquehanna Ln., 23	414-2390	926-9211	Cynthia Gonzales
152	Wooldridge Elementary School (PK-5)	1412 Norseman Ter., 58	414-2353	339-6583	Sheri Mull
144	Wooten Elementary School (PK-5)	1406 Dale, 57	414-2315	459-9227	Angelo San Segundo
145	Zavala Elementary School (PK-5)	310 Robert Martinez, Jr., 02	414-2318	477-2361	Sean Fox
146	Zilker Elementary School (PK-5)	1900 Bluebonnet Ln., 04	414-2327	442-3992	Randall Thomson

Austin Independent School District

2015-2016 School Calendar

Six- & Nine-Week Reporting Periods

August 2015
- 10-13 New Teacher Orientation
- 18-19 Staff Development
- 20-21 Planning & Prep
- 24 First Day of Classes

September 2015
- 7 Student & Staff Holiday - Labor Day

October 2015
- 12 Student Holiday - Elem. Parent Conference; Secondary Staff Development

November 2015
- 11 Student Holiday - Staff Development
- 25-27 Thanksgiving Holiday

December 2015
- 19 Winter Break Begins

January 2016
- 4 Student Holiday - Staff Development
- 5 Classes Resume
- 18 Student & Staff Holiday Martin Luther King, Jr. Day

February 2016
- 15 Student Holiday - Elem. Parent Conference; Secondary Staff Development 1st Bad Weather Makeup Day

March 2016
- 14-18 Spring Break
- 25 Student & Staff Holiday

May 2016
- 27 Student Holiday - Staff Development 2nd Bad Weather Makeup Day
- 30 Student & Staff Holiday - Memorial Day

June 2016
- 2 Last Day of Classes
- 3 Planning & Prep

Legend

- Student/Staff Holiday
- Planning & Prep/ Student Holiday
- Staff Development/ Student Holiday
- First / Last Day of Classes
- Student Holiday - Elem. Parent Conference Secondary Staff Development
- + Bad Weather Make-up Day
- New Teacher Orientation
- } 9-Weeks
-] 6-Weeks
- District Closed

Austin Independent School District
1111 W. Sixth St., Austin, TX 78703
512-414-1700 www.austinisd.org

Approved by the AISD Board of Trustees 12/15/14

S M T W Th F S

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For more information about important District dates and events, and religious holidays which may affect student attendance, please check our website www.austinisd.org

1111 W. Sixth St.
Austin, TX 78703
512-414-1700
austinisd.org

AUSTIN
Independent School District