Leander ISD Vision
Encourage, inspire, achieve for lifelong success.

Leander ISD Goals
1) Maximize academic growth for each student.
2) Prepare each student for college and career success.
   3) Inspire the whole child.
4) Engage each student in relevant learning.
5) Ensure a world class workforce focused on student achievement.
   6) Manage district resources effectively.
7) Communicate effectively with our community to build relationships.
Welcome to Leander Independent School District!

As parents and students, you have an interest in the policies and procedures which govern the schools of the District. Policies are established with the purpose of creating an orderly, friendly, academically superior environment for each student.

This handbook contains a great deal of required and useful information for a large number of students and parents. It cannot be as personal as we would like. Therefore, we address students, not directly as "you" but rather as "the student," "student," or "children." The term "the student's parent" may refer to the parent, legal guardian, or other person who has agreed to assume responsibility for the student. This handbook is intended to communicate basic information concerning the operation of the District's schools. The information provided should assist parents and students in learning about the schools and knowing what the schools expect of students.

The school program and facilities exist for the students' use. It is hoped that students will use them to the fullest extent.

Policies

Much of the information in this handbook is based on policies adopted by the Leander ISD Board of Trustees. Copies of these policies are available from the campus principal. They may also be obtained through the LISD website, www.leanderisd.org.

This handbook is required reading for all students. The information is also made available to parents to keep them informed about District procedures. More information on District policies and guidelines is available from school principals. Questions regarding this handbook or its contents should be directed to the campus principal.

The Student Handbook is available through the Leander ISD website at www.leanderisd.org. In addition, upon request, hard copies of the 2019-2020 Student Handbook may be obtained through the office of the Assistant Principals.

References made to District policies in the student handbook consist of summaries or partial excerpts from the complete policy text. The official policy manual adopted by the Board of Trustees remains the authoritative reference. Any policy change adopted during the life of this handbook will take precedence over any conflicting statement in this handbook. A copy of the policy manual is available on each campus and in each department.

Leander Independent School District
P.O. Box 218
Leander, TX 78646-0218
(512) 570-0000
THE LEANDER WAY

BUILD
- Relationships
- Trust
- Ethical Behavior

THINK
- Students First
- Systems
- Continuous Improvement

CREATE
- Passion for Working/Learning
- Excellence

LEANDER ISD
LEADING TO A BRIGHT FUTURE
GRADUATE PROFILE

The six key characteristics shown below represent the Leander ISD Graduate Profile, a document that lists the skills and abilities each LISD student will know and be able to demonstrate upon graduation. To view this document in its entirety, please visit www.leanderisd.org.

In LISD, everything we do and every learning activity is focused upon meeting our district vision and upon guiding our students toward acquiring the skills and competencies listed in Leander ISD’s Graduate Profile. This is the singular purpose of our existence.

**Academics**

**Character Development**

**Communication**

**Effective, Productive & Lifelong Learning**

**Personal Growth & Expression**

**Social Awareness, Contribution & Stewardship**

LEANDER ISD
LEADING TO A BRIGHT FUTURE
10 Ethical Principles

1. Honesty
   telling the truth

2. Integrity
   doing the right thing

3. Promise-keeping
   doing what you say you are going to do

4. Loyalty
   supporting someone or something

5. Concern for Others
   caring for and helping others

6. Law-abidance/
   Civic Duty
   obeying rules and laws/making the world a better place

7. Respect for Others
   being polite and kind to everyone and everything

8. Fairness
   treating everyone equally

9. Pursuit of Excellence
   doing everything the best you can; looking for ways to improve

10. Accountability
    admitting to what you do wrong, and taking pride in what you do right
Dear Parents and Students:

This handbook is dedicated to you. It is your school’s goal to provide the best possible education to you. To make things run as smoothly as possible, and to protect the safety of everyone, there are rules and procedures that every student must observe. To find answers to your questions about your school, please read this handbook carefully.

Thank you, from your campus staff.

Helpful District Numbers

LISD Administrative Office 512-570-0000

LISD Fax Number (Central Office) 512-570-0504

School/Community Relations 512-570-0000

Transportation 512-570-0700

Child Nutrition Services 512-570-0670

Instructional Services 512-570-0200

Special Programs 512-570-0300
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RESPONSIBILITIES

Everyone involved in a student's school program, including the student himself, has responsibilities. When the following responsibilities are assumed by each group, student learning can be maximized.

Campus Staff Responsibilities
- Create and maintain a campus atmosphere conducive to learning.
- Balance the needs of individual students with the needs of the whole student body.
- Encourage parent communication with the school, including participation in all scheduled conferences.
- Establish a safe, orderly environment.
- Serve as appropriate role models for the students on their campus.
- Practice Ethical Principles.
- Report to campus and perform assigned duties.
- Be punctual and in regular attendance.
- Comply with District policies, school rules and regulations, and administrative directives.
- Establish rapport and an effective working relationship with parents, students, and other staff members.
- Use discipline management techniques that teach students to strive toward self-discipline.
- Encourage good work habits that will lead to productive citizenship.
- Believe in each student's ability to learn.

Parental Responsibilities
- Review the student handbook and be aware of the responsibilities outlined in the Student Code of Conduct and dress code.
- Encourage their child(ren) to put a high priority on education and to commit to making the most of the educational opportunities provided by the school.
- Become familiar with the school activities and the academic programs, including special programs, offered in the District and feel free to ask the principal or counselor any questions, including concerns about placement, assignment, and the options available to their student(s).
- Exercise their right to review teaching materials, textbooks and other aids, and to examine tests administered to their child(ren).
- Be aware of their right to temporarily remove their child(ren) from an instructional activity that conflicts with their religious or moral beliefs. Such a removal cannot be for the purpose of avoiding a test and may not prevent the student(s) from meeting compulsory attendance requirements. Further, such removal does not exempt the student from satisfying grade level or graduation requirements as determined by the school and by the Texas Education Agency.
- Review their child's school records when needed. A parent may review attendance records, test scores, grades, disciplinary records, counseling records, psychological records, applications for admission, health and immunization information, other medical records, teacher and counselor evaluations, reports of behavioral patterns, and state assessment instruments that have been administered.
- Monitor their child's progress and contact teachers as needed.
- Take advantage of all opportunities to stay informed regarding their child's activities and whole school activities.
- Become a school volunteer. For further information, contact your campus for further information.
- Participate in campus parent organizations. The activities are varied, ranging from band boosters to campus and District committees that assist the Board of Trustees in formulating educational goals and objectives for campuses and the district.
- Grant or deny any written request from the District to make a videotape or voice recording of their child(ren) unless the videotape or voice recording is to be used for school safety, relates to classroom instruction or a co-curricular or extracurricular activity, or relates to media coverage of the school as permitted by law.
- Make every effort to provide for the physical and emotional needs of their child(ren).
- Help their child(ren) understand the importance of being engaged and following classroom and campus policies and procedures.
- Ensure their child(ren) attends school regularly, on time, and remains in compliance with LISD policy FEA and Texas state law.
- Submit documentation when their child(ren) is absent within 48 hours of return to school.
- Encourage and assist their child(ren) to develop proper study habits at home.
Student Responsibilities
- Come to school regularly, on time, and remain in compliance with LISD policy FEA and Texas state law.
- Attend class prepared and ready to learn.
- Participate in learning activities.
- Practice ethical principles in all areas of the school day, including non-class time.
- Follow Student Code of Conduct and campus expectations.
- Communicate with their parents their school assignments, homework, projects, report cards, cafeteria charges, etc.
- Work with school staff in taking ownership for their own learning.
- Dress in compliance with Leander ISD Dress Code.
- Interact with other students appropriately.
- Report any unsafe situations to school authorities.

Decision-Making
The quality of life at school depends on the decision's students make. If they make good decisions, then they can avoid troublesome situations at home, at school, or with friends. Making decisions can often be difficult because others may try to talk our children into doing something wrong. They may dare them, tease them, or even call them names if they don't go along with the crowd. Students can use this four-step formula for making responsible decisions. Stop, Think, Evaluate, Proceed.

STOP. Take time to look around you. Know where you are and who is with you. Stand straight. Appear self-confident. Look the other person in the eye.

THINK. To think clearly: Listen carefully to what the other person is saying. Hear what is being suggested to you or asked of you. Realize whether the situation or suggestion has potential for trouble.

EVALUATE. What will the consequences of my actions be? Ask yourself: Will I cause someone else to get hurt or to get into trouble? Will my action break a school rule? Will my action break a law? What GOOD things can happen? What BAD things can happen? Is it worth it in the long run?

PROCEED. Respond or act in a way that will avoid the trouble. Remove yourself from the situation. Leave. Change the subject. Make another suggestion. Ignore what was said or suggested. Make a joke of it. Say: "Friends don't ask friends to do something that will get them into trouble." Say NO! You are important. There is only one of you in the whole world. You don't need to wait for others to make your decisions for you. If you think you are right and try to be honest and fair, you will probably choose the right way to act. You are the one who can make your school days happy days.

Self-Discipline
One important lesson students learn in school is self-discipline. Self-discipline is the key to good conduct and proper consideration for other people. For those who do not exercise self-discipline, the following alternatives may be used/assigned by school officials:
- Community Service - a task assigned as a result of failure to show respect for people or property.
- Counseling - a conference with a teacher, counselor, or principal.
- Withdrawal of Privileges - a time apart from classmates for a portion of a day or more.
- Parent Conference - a discussion with the student, his/her parents, the teacher, a counselor, and/or the principal.
- Detention - a time apart from classmates assigned during recess, lunch, or before/after school. Parents will be notified.
- Suspension - a serious disciplinary measure that results in the loss of the privilege of attending class or school for a designated time period.
- Alternative Education - a placement in the Leander Extended Opportunity Center (LEO). This is a highly structured environment for students who are not experiencing success in the regular classroom.
- Expulsion - a serious disciplinary measure resulting in the loss of the privilege of attending a LISD school and placement at a juvenile detention center school for a time period.
- Judicial Proceeding - a legal measure that may be taken if necessary.
- Peer Mediation - a conflict resolution approach to problem solving between students.
Opportunities for Involvement: Campus Involvement
Education succeeds best when there is a strong partnership between home and school, a partnership that thrives on communication. The school is always happy to have visitors. Anyone, including parents, who wishes to visit our school must first come to the office to sign in. Scheduled visits must be prearranged with the teacher. Parents are partners with teachers, administrators, and the Board, and are encouraged to:

- Encourage children to put a high priority on education and commit to making the most of the educational opportunities the school provides.
- Review the information in the Student Handbook (especially the Student Code of Conduct) with your child (located at www.leanderisd.org under “Parents and Students” tab). Parents with questions are encouraged to contact campus administration.
- Become familiar with all your child’s school activities and with the academic programs offered in the District. Discuss any questions with school personnel.
- Exercise your right to review teaching materials, textbooks, and other aids, and to examine tests that have been administered to your child.
- Review your child’s student records when needed.
- Temporarily remove your child 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 TEA.
- Become a school volunteer. For further information, contact the school office.
- Participate in the Parent Teacher Association. For the name of the membership chairperson, contact the school office.
- Participate with your child in campus activities.

Campus Site-Based Planning Committee
The Campus Site-Based Planning Committee is an advisory group that addresses the improvement of educational opportunities for all students. For further information, contact the school office.

District-Wide Committees
At various times, District-wide committees are formed to address different needs/issues. Announcements for these committees may come through campus and/or District newsletters.

Board of Trustees Meetings
Unless otherwise provided in the notice for a meeting, the following schedule shall apply to meetings of the Leander ISD Board of Trustees. Board Workshops shall be held at 6:15 p.m. on the first Thursday of each month at Support Services Complex, 1900 Cougar Country Drive, Cedar Park, Texas 78613. Regular Board Meetings shall be held at 6:15 p.m. on the third Thursday of each month at Support Services Complex, 1900 Cougar Country Drive, Cedar Park, Texas 78613. If the time or date of a workshop or meeting changes, the notice for that meeting shall reflect the changed date or time.

ACADEMICS

Advanced Academic Programs Overview
In addition to all Texas Essential Knowledge and Skills, subject matter is extended both in breadth and depth and aligned with the expectations of college-readiness from both the Advanced Placement Program (AP) and the International Baccalaureate Program (IB). Courses designated with Pre-AP/IB at the 9th and 10th grade level prepare students for the rigor of 11th and 12th grade AP/IB courses. In accordance with the philosophy espoused by the College Board and the IB program, enrollment in Pre-AP/IB and/or AP/IB courses at the high school level is open to all students who wish to undertake a rigorous course of study. The IB Program is offered at Leander High School and Vandegrift High School, while AP courses are offered at each of the Leander ISD high school campuses. Both the IB and AP Programs offer courses available in all core subject areas, world languages, and some electives.

- **AVID** (Advancement Via Individual Determination) is a college-readiness system designed to increase the number of
students who enroll in four-year colleges. Although AVID serves all students, it focuses on the least served students in the academic middle. At the high school level, AVID students take the AVID elective class, in which they receive support through a rigorous curriculum, ongoing, structured tutorials and AVID elective teachers. As part of AVID, students are asked to enroll in challenging course work, such as Pre-AP, AP, or IB courses. In order to participate in AVID, teachers nominate students and applications are distributed to these students. In addition to teacher nomination, a student may individually request an application.

- **QUEST/GT**

  The LISD gifted program, QUEST/GT is designed to meet the needs of identified gifted students who have demonstrated above-average ability in the following two areas of giftedness as defined by the Texas State Plan for the Gifted: 1) high general-intellectual ability at the 95th percentile; and, 2) creative and productive thinking. In high school, QUEST students take Pre AP English QUEST classes during ninth and tenth grades. They may participate in the QUEST Lab designed to meet individual student’s needs and interests. Students also may choose to pursue an independent study project in an area of their choice through the QUEST/GT Independent Study Mentorship class.

### Course Selection, Schedule Changes

Students and parents should give careful consideration to selecting appropriate courses. The choices students make during the selection process determine the master schedule and course offerings at their school. The master schedule determines teacher assignments and is designed to maximize student opportunities and minimize scheduling conflicts. Master schedule changes may be affected by insufficient course enrollment or instructor availability.

Students should pay particular attention to the alternate electives they select during the course selection process. To avoid schedule conflicts, a student may be placed in one or more of his or her alternate selections. In order to schedule efficiently and effectively, student schedules will not be changed to select different teachers, lunch periods, or any different elective or alternate elective.

There are generally three types of schedule change requests: **schedule corrections, schedule change requests,** and **course level changes.** These are explained below:

**Schedule corrections** are errors made by the school when constructing a student schedule. Corrections do not require a parent signature. Corrections will be considered as soon as possible for the following reasons only:

- The student is a senior and does not have a course required for graduation
- The student does not have the prerequisite(s) for the course
- Course credit was previously received (for example, through summer school, correspondence courses, Examination for Acceleration, etc.)
- A data entry error made by the school (for example, two first-period classes, or a schedule that does not contain the full number of classes)
- Student has been dismissed from a program where approval must be granted for placement
- Student has previously failed this course with the same teacher
- Student needs remedial coursework for State assessment graduation requirements

**Schedule change requests** are new choices requested by a student. Any requests to change a schedule will be considered only for a compelling educational circumstance, will be subject to space availability, and will require a parent signature. In order to schedule efficiently and effectively, student schedules will not be changed to select different teachers, lunch periods, or any different elective or alternate elective. Schedule change requests must be made by August 1st, 2019 at 4:00 PM.

**Course level changes** are requests to change from an advanced-level class into an on-level class or another elective. Advanced course work in high school is the single best preparation for college and career. Students and parents should give careful consideration to any request to change these courses. Course level change requests for advanced-level courses with a corresponding on-level class (for example, AP World History to World History) will be accepted during the summer, until August 1st, 2019 at 4:00 PM.

- by contacting the campus counselor.
- Course level change requests for advanced-level courses with no corresponding on-level class (for example, AP Calculus to Technical Theater) will be considered a **schedule change request** and will be handled as
After the start of school, course level changes for advanced courses with a corresponding on-level course:
- will be considered only at the end of the first three-week progress reporting period and at the end of the first semester.
- will be considered only after the student has made a sincere effort to succeed by attending tutorials, completing assigned work, and by conferencing with the teacher.
- will be considered only after a parent-teacher conference has been conducted.

An appeals process exists to request a course level change outside of the guidelines listed above. Please see your school counselor for additional information.

Grade transfer from advanced-level course to on-level course:
- The student will transfer into the new course with the grade(s) recorded from the original teacher. These grades will be averaged with the new grades recorded in the new course.
- The transfer grade (grade from original teacher) is not weighted (see below)

Weighted grades for advanced courses
- Students earn additional GPA points (weighted grades) at the semester upon completion of advanced coursework.
- Weighted grades are used in GPA calculation only. Individual assignment grades, numeric six-week cycle grades, and transcript grades do not reflect weighted grades.

For examples, see GPA Calculation and Reporting in LISD High School Course Catalog.

Career Development System
“Career” implies more than just a job; it includes education, work, and lifestyle. Achieving a successful and satisfying career takes years of education, planning, studying, training, and hard work. The Leander ISD Career Development System provides a seamless array of Career-planning opportunities and experiences for all LISD students. Its components are closely interwoven, each supporting the other in a multifaceted, comprehensive system. Below is a brief description of the major components of LISD’s Career Development System.

- MAPS/Professional Communications is designed to blend the development of well-rounded communication skills with tools for academic success, academic and career planning, as well as health and social-emotional well-being. The global economy requires individuals to be creative and have a strong background in computer and technology applications, a strong and solid academic foundation, and a proficiency in professional oral and written communication. This course combines the development of communication skills (writing, reading, editing, speaking, listening, applying software applications, conducting Internet research, etc.) with an emphasis on tools and strategies for academic success, such as time management, organization, and study skills. Furthermore, the course will allow students to develop a greater understanding of educational and career opportunities while exploring their interests, aptitude, personality, and learning styles. Students will use the Naviance software to assist in the exploration of career and educational opportunities, develop a four-year high school plan, and explore the LISD Programs of Study. A Student-led Parent Conference is held during the year to allow parents an opportunity to review four-year high school plans. MAPS/Professional Communications is a requirement for all 9th grade students.

- Career Opportunities on Location (COOL) Week is a partnership program in which seniors can attend a business site, in a chosen field, to job shadow and to learn the connection between education and the world of work, culminating in a presentation involving problem-solving and teamwork skills. A major goal of COOL Week is for students to learn how specific occupations are performed and become aware of the aptitudes, education, and training required to be successful in their chosen profession.

Leander ISD offers Program of Study opportunity in all five (5) state recognized Endorsement areas. The State recognized endorsement areas are: Science, Technology, Engineering and Mathematics (STEM); Business and Industry; Public Service; Arts and Humanities; and Multi-disciplinary. An important goal of the Program of Study is for our graduates to be set apart from other students from across the state. The Program of Study is the vehicle through which this is accomplished. A Program of Study certificate is awarded upon graduation. More than 25 Programs of Study are currently available in the five (5) Endorsement areas. Courses chosen during high school become the foundation for the future; therefore, careful selection of courses will form a Program of Study related to a chosen post-secondary educational goal.
Leander Independent School District

Career and Technology Education

Leander ISD offers career and technology education programs in agricultural mechanics, animal science, architecture, audio/video technology, automotive technology, biomedical sciences, business management, construction technology, cosmetology, criminal justice, culinary arts, education & training, electrical technology, engineering sciences, fashion design, finance, floral design, graphic design & animation, horticulture, hospitality services, interior design, marketing, medical sciences, mental health & wellness, and wildlife & resource management.

It is the policy of Leander ISD not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, services, or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

For information about student’s rights or grievance procedures, contact the Title IX Coordinator, Bryan Miller at (512) - 570-0150, and/or the Section 504 Coordinator for Student Services, Tara Stewart, at P. O. Box 218, Leander, Texas 78646, (512-570-0000).

Correspondence Courses

Students may choose to take correspondence, distance and virtual courses outside the school day at their own expense (in certain circumstances, Texas Virtual School Network may be provided free of charge). Prior to enrollment in these courses, students must make written request for approval to enroll in the course through their guidance counselor. Credit toward state graduation requirements shall be granted under the following conditions:

1. The institution offering the course is The University of Texas, Texas Tech University, Texas Virtual School Network, or other public institution of higher education approved by the Commissioner of Education.
2. The course includes the state-required Texas Essential Knowledge and Skills for such a course.
3. LISD will consider granting credit for courses taken through entities not named above. Prior approval must be sought, and the campus counselor should be provided with syllabi and other course information. The counselor will submit the documentation to the District Curriculum office for approval. Families should allow at least two weeks for this process.

Grades earned in correspondence, distance and virtual courses are not used to determine grade point average (GPA). Leander ISD Virtual School will be calculated in GPA. TxEVSN and Proximity will be calculated in GPA beginning with the 2014-2015 school year for students entering the 9th grade and beyond. Seniors who are enrolled in correspondence, distance or virtual courses to earn units required for graduation shall complete the course and submit the grade for recording at least 30 days prior to the graduation date in order to be eligible for graduation at the end of the term.

Student athletes who are considering correspondence, distance or virtual courses must check with the NCAA to inquire if a course of this type is acceptable as part of the NCAA core curriculum requirements. See www.ncaa.org or 1-877-262-1492.

A correspondence, distance, or virtual course is not considered completed until the final grade is recorded in the campus registrar’s office.

Credit by Examination – If You Have Taken the Course

If a student fails a course, he/she may have the opportunity to recapture the lost credit by taking a credit by exam (C.B.E.), typically from the University of Texas at Austin, at their own expense. The student should contact the appropriate counselor for registration information. A grade of 70 must be earned on the exam for the student to reinstate credit for the course, although this grade is not used to determine grade point average (GPA). A student may not use this examination to regain eligibility to participate in extracurricular activities.

Exam for Acceleration – If You Have Not Taken the Course

Examination for Acceleration (EA) allows students who, without prior instruction, have already mastered the content and skills in a particular course, to advance to the next level. EA registration is available through the campus counselor. The district provides four EA testing windows throughout the year. The district pays for initial testing, any retests are at the parent’s expense. Specific testing windows and registration deadlines for EA are posted on the District and Campus websites. Parents and students may get additional information about EA from campus counselors or by emailing kathy.wood@leanderisd.org or tamara.porras@leanderisd.org.

Students must score 80% or higher on the Exam for Acceleration to accelerate into the next level of study. EA scores
Credits for Promotion
A student must earn the required number of credits to be promoted from one grade level to the next grade in high school. The following information outlines the minimum number of credits a student must have:

- 5 credits = 10th grade
- 11 credits = 11th grade
- 18 credits = 12th grade

Graduation = 26 credits or more, and student must meet all state graduation requirements.

Summer School
LISD offers many courses in summer school both for recovery and original credit. Students desiring to take a summer school course should receive course approval through their school counselor. Information concerning summer school is available on the LISD website or in the counseling office. Summer school courses taken in LISD will count toward GPA. Courses are scheduled based on sufficient student enrollment.

Grading System
Grades will be recorded as a numerical average of the work done to satisfy course requirements.

Grades of:
- 90-100 = A
- 80-89 = B
- 70-79 = C
- 0-69 = F

An Incomplete may be given on a temporary basis until the student makes up all required work. A seven (7)-day period will be allowed for this purpose. If the work is not made up within the time allowed, the grade will be converted to a failing grade. The principal may modify this regulation in cases of extenuating circumstances. Grades shall not be reduced for disciplinary reasons except in case of late assignments or academic dishonesty.

Honor Recognition
Leander ISD recognizes the academic achievements of its students. Each grading period, A Honor Roll and A-B Honor Roll students receive special recognition for their achievements. Students are eligible for the A Honor Roll if they receive a grade of 90 or above in all subject areas. Students on this list must have all "satisfactory" conduct grades. Students who maintained all "A's" for a complete semester are also recognized at the campus level. Students are eligible for the A-B Honor Roll if they receive a grade of 80 or above in all subject areas. Students on this list must have all "satisfactory" conduct grades.

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 reviewed and approved by the campus principal. These guidelines establish the categories and weights of assignments, projects, and examinations required for each grading period. 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.

District Guidelines to Retake or Redo a Failed Assignment
LISD Board Policy EIA (Local) states “The District shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade.” The individual teacher/collaborative teams shall outline which assignment(s) and or test(s) are eligible for retake or redo opportunities. These guidelines must be consistent by campus, or grade level or course. The following criteria must be met for the student to be eligible to redo an assignment or retake a test:

- Students must complete the retake or redo opportunity within five school days of the notification to the
student of a failing grade.

- Students must participate in any re-teaching or review activities assigned by the teacher in preparation for redoing an assignment or test.
- Semester final exams are excluded for the retest or redo policy.
- Students that receive a failing grade due to violation of academic dishonesty are not eligible for the retake or redo opportunity.
- The maximum grade for a replacement/retake or redo assignment will be a 70 for high school courses.

End-of-Course Assessments
Under House Bill 5 passed by the Texas Legislature last year, Texas students are now required to pass five end-of-course exams – Algebra I, English I, English II, Biology and U.S. History – to receive a high school diploma. (Exception: Senate Bill 149/ Individual Graduation Committee)

Progress Reports
Progress reports will be issued to all students after the third week of each grading period. Students who are borderline or failing should seek academic help from their respective teachers. Grades are updated on a weekly basis and parents are encouraged to view student progress by using Home Access Center (HAC). The HAC link can be found on every page of the District website, www.leanderisd.org, under the “Student” section. The HAC system will NOT replace current paper Progress Reports, which can still be mailed to Leander ISD parents if the parent chooses to receive a paper copy.

Report Cards
Report cards will be available electronically via Home Access Center (HAC) following the end of each six-weeks-grading period. Parents are encouraged to schedule an appointment with teachers to discuss the academic progress of their students. Parents are also encouraged to view student progress on HAC (see Progress Reports above for directions).

Progress Reports and Report Cards Available in Electronic Format
Parents of LISD students can view and print their child(ren)’s interim progress reports and report cards by using Home Access Center (HAC). To receive electronic grade reports, parents must follow two steps. First, parents will need to set up or login to their HAC account, and second, register to receive these reports by selecting this option during the new or returning student registration process. If you have any questions or concerns, please contact your campus registrar.

Tutorials
Various help sessions are available before and after school to assist students in being successful in their classes. Students who are experiencing difficulty in their courses are encouraged to attend the sessions. Information about specific sessions can be obtained from the student’s teacher.

Spring Final Exam Exemptions
All students are required to take their fall semester exams. Students may earn exemptions from their Spring Final Exams if they qualify by meeting the criteria described below. Exemptions from Final Exams are an honor earned by students who attend school regularly, follow the student code of conduct, master the required content and demonstrate required grades. Students who qualify for spring semester exam exemptions must attend all classes during the week of semester exams. Qualifying students are exempt from taking the semester exam but are not exempt from attending class. Students who are absent on the day of the exam will have their exam exemption forfeited and they will be required to make up the final exam at a specified later date. Please be advised that a forfeited exemption will result in a zero for the exam grade unless the exam is taken at a later specified date. All exam grades count as one-seventh of a student’s semester average.

Qualification for Spring Exam Exemptions will be based on a student’s attendance for the entire school year. Students will qualify for an exemption in each class based on a combination of absences and minimum grade requirements:

Number of Absences must not exceed 6 per class period for the entire year. Students moving in at semester must not exceed 3 absences per class period.

Minimum Average Grade Required is determined by averaging the 5 grading cycles. Students must obtain a grade average of 80 - 100. Students who level down from AP/Pre-AP to an on-level course must follow the general exemption requirements.
Additional Exemption Considerations:

- Students taking an AP/IB exam for the course in consideration will not have an additional final exam in that class (except AP Government, AP Economics).
- **All students enrolled in an AP/IB course will take the AP/IB Exam or the Spring final** for the course in consideration. AP/IB courses are considered college level courses; therefore, they are not eligible for exemptions.
- Students with a passing semester average in a course that requires an End of Course (EOC) exam are exempt from the final exam in that class.
- Students who have earned an exemption for a class may choose to take the semester exam and have the exam count in their semester grade if it improves their grade for the course.
- Students and parents/guardians may check attendance and grade records for accuracy through their Home Access Center (HAC) account.

**Exemption Eligibility Process:**

- Absence from any single class period or an entire day will trigger a phone call to the number on file to notify the family of an absence.
- Already mentioned above, written verification of the absence must be received by the school within two (2) days of a student’s return to school.

**Attendance Coding Adjustments:**

- On occasion, a teacher may mark the wrong attendance code for a student. Example: Student marked Unverified-Unexcused when the student is participating in a UIL event. Adjustment to such errors should be completed according to the following guidelines:
  - **Attendance Correction Process:**
    - At the end of each grading cycle, the number of absences per class will be posted.
    - At the end of each grading cycle, attendance corrections must be made within ten calendar days.

**During the last grading cycle of the Spring Semester:**

- An exemption status list will be posted at the end of the three weeks for students to review.
- Any corrections for the last grading cycle of the second semester must be turned in within five (5) school days of the posting. Attendance coding adjustments will not be made past this deadline.
- During the fourth week of the last grading cycle, a timeline will be posted at the Assistant Principal’s office to inform students of further posting, deadlines and exemption distribution. Students are responsible for meeting all deadlines. No changes are made after the deadline. Please refer to the chart below for additional clarification.

**Attendance Code & Exemption Implications**

Please refer to this attendance codes chart to determine if an absence is counted against exemptions eligibility:

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Not Counted Against Eligibility</th>
<th>Counted Against Eligibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Absence-Excused</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>C</td>
<td>Co-Curricular School Related Absence</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>D</td>
<td>Absent with Doctor Note</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>G</td>
<td>Other Instruction on/off Campus</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>H</td>
<td>Homebound/CEHI</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>I</td>
<td>ISS Placement</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>M</td>
<td>Medical Appointment- Doctor Note</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>N</td>
<td>Funeral/Memorial</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>O</td>
<td>Unverified-Unexcused</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>R</td>
<td>Nurse Sent Home</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>S</td>
<td>Suspended</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>T</td>
<td>Late to Class but Present</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>U</td>
<td>Unexcused Absence</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
Any class period marked with an absence code from this column will NOT be counted for exam exemption eligibility. Even if a student has more than three absences in a class period from this column, she/he may be eligible for exam exemptions.

Each and every class period marked with an absence code from this column will be counted as one of the absences counted to determine eligibility for exemptions. Any single class period with more than six absences from this column do NOT qualify for an exam exemption.

All students' absences must be verified in writing by a parent. All absences are documented as unverified-unexcused absences are until written verification is received by the school. Written verification of the absence must be received by the school within two (2) days of the student's return to school. It is best to submit a hand-written note directly to the attendance office. However, a faxed copy of a parent's note or a scanned and E-mailed copy of a parent's note is acceptable if sent from the parent's E-mail address on file with the registrar. Upon receipt of written verification from a parent for a valid reason, the unverified-unexcused absence will be changed to an excused absence. Students and parents/guardians may check attendance and grade records for accuracy through their Home Access Center (HAC) account.

Early Finals
Early finals will not be given to any student without administrative approval.

Conferences with Teachers
Students are encouraged to speak with teachers about any questions or concerns they may have. Teachers will arrange to meet with individual students before or after school, as needed.

Academic Counseling
Students are encouraged to talk with their school counselor, teachers, and principals in order to learn about the curriculum, course offerings, graduation requirements, and differences between graduation programs. All students in grades 8-12 and their parents will be provided information about the recommended courses for students preparing to attend college, as well as available career and technology/technical school programs or the military. Students and parents in grades 9-11 will meet annually with their assigned school counselor and seniors will meet with their school counselor at the beginning of their senior year. Parents/guardians of seniors may request to meet with their assigned counselor.

Students in grades 8-12 who are interested in attending a college, university, training school, or pursuing some other advanced education should work closely with their school counselor to take the courses that will best prepare them for their future. In order to obtain graduation requirements, course descriptions and sequencing, and/or endorsements offered through the Career Technical Education program, parents and students can access the Leander ISD Course Catalog, on the district website or talk with their school counselor.

Personal Counseling
Counselors are also available to help students with a wide range of personal concerns. Counselors are familiar with community resources and may refer you to them, other sources of information and assistance. Students and/or parents who wish to discuss academic or personal concerns with a counselor should contact the campus.

Licensed Professional Counselors and Licensed Clinical Social Workers are available to assist students with short term counseling. Their services may be accessed by receiving a referral from the school counselor.
Alcohol Drug Awareness & Prevention Team (ADAPT)

Alcohol Drug Awareness & Prevention Team (ADAPT): Early Substance Abuse Intervention.
Leander ISD promotes the prevention of substance use, misuse, abuse, and dependency with K-12 research-based education following the TEKS, individual and group counseling for students at risk of using, affected by someone else’s use or their own use. Students who are placed at LEO for a drug or alcohol related offense are screened by a counselor with a non-medical screening tool, and parent contact is attempted by the ADAPT coordinator after the screening.

Parent/guardian involvement is required for further assessment and referral. LISD staff is provided access to training on the signs and symptoms of substance use and abuse so that they may recognize the signs that may indicate the need for substance abuse intervention and then would contact their campus counselor to initiate a referral to ADAPT. The campus counselor is the liaison for identified students and works closely with the ADAPT counselors and ADAPT coordinator. A student who is referred to ADAPT counseling is required to have parental consent.

ADAPT Mission: The Alcohol Drug Awareness & Prevention Team will promote and support wellness, healthy choices and a drug free lifestyle through prevention education and counseling.

Education – K-12 health education is done addressing the TEKS related to alcohol, tobacco, and other drugs. For more information on the elementary health education including the subjects covered, the videos used, and sample follow-up questions to use with your children after their health lessons, go to www.leanderisd.org.

Counseling - Individual and group counseling is available for students concerned with their own substance use or the substance use of someone close to them. Counseling assists students in building skills, such as problem solving, critical thinking, communication, assertiveness, refusal and resistance skills, resolving conflicts, building positive relationships, planning and decision making. For further information and a referral to an ADAPT counselor, contact your campus school counselor.

Substance Abuse Assessments - If you have a student who may have an alcohol or drug use, misuse, or abuse problem, a substance abuse assessment can be done to ascertain if the use is experimental, recreational or social use, substance abuse, or substance dependency. The assessment takes approximately 2 hours and can be completed during or after school. At least one parent needs to be in attendance at the appointment. For more information or to schedule an assessment, contact the ADAPT coordinator Mary Ann Kluga at 512-570-0315.

Parenting Classes are offered periodically. Watch the Leander ISD website and the Leander Insider, for dates or contact the ADAPT coordinator Mary Ann Kluga at 512-570-0315 for details.

College and Career Readiness

College Admission/Top Ten Percent
Texas students may be eligible for automatic admission to a state college or university as an undergraduate student if they meet the following criteria:
1. earn a grade point average in the top 10 percent* of his/her high school graduating class
2. graduate from a Texas public or private high school
3. successfully complete the Recommended High School Program or the Distinguished Achievement Program (or satisfy ACT College Readiness Benchmarks or earn a score of at least 1500 (out of 2400) on the SAT) and
4. apply for admission to a state college or university within the first two school years after graduation from high school.

Students who meet the criteria for automatic admission must submit an application before the deadline set by the college or university to which they are applying.

*The University of Texas at Austin
The University of Texas at Austin is no longer required to automatically admit applicants in excess of 75% of its enrollment capacity for first-time resident undergraduate students.

For the 2019-2020 academic year, UT has determined that it will automatically admit all eligible applicants who rank within the top 6% of their graduating classes.

Additional Resources
For the complete text of the statute, please refer to Texas Education Code (TEC), §51.803, available online at
College Entrance Exams - SAT and ACT and the PSAT
In addition to taking rigorous courses in high school, students should prepare themselves for college entrance exams. College entrance exams include the SAT and the ACT.

The SAT reinforces the key skills and knowledge students are learning in the classroom. Preparation for the SAT begins with the PSAT or Preliminary SAT. In October, LISD administers the PSAT free of charge during the school day to all 8th, 9th, 10th and 11th grade students. By taking the PSAT 8/9 in 8th and 9th grade and the PSAT/NMSQT (National Merit Scholarship Qualifying Test) in 10th and 11th grades, students, have opportunities to practice for the SAT. Keep in mind, the PSAT/NMSQT is a junior level assessment and the PSAT 8/9 is targeted to 8th and 9th grade level students. Students may receive information from potential colleges through the Student Search Service (SSS) if indicated by the student on the PSAT answer document. In addition, the 11th grade PSAT/NMSQT is used for qualification for the National Merit Scholarship Competition. Students receive feedback on their PSAT results that can help them identify strengths and weaknesses in preparing for the SAT. All LISD juniors will have the opportunity to take for an official school day SAT given in March. Information about the PSAT and the SAT can be found on the College Board’s website, www.collegeboard.org.

Another college entrance exam, the ACT, assesses high school students’ general educational development and their ability to complete college-level work. All LISD juniors will have the opportunity to register for an official school day ACT given in February. The ACT multiple-choice tests cover four (4) skill areas: English, mathematics, reading, and science. More information about ACT can be found at their website, www.act.org.

For both the SAT and ACT, registration is available on the websites indicated above. Additional information is available in the guidance office as well as fee waivers for students with financial need. Students may utilize Khan Academy to access FREE personalized study resources for the PSAT and SAT. Additional FREE Test prep resources can be found on the campus home page under College and Career Readiness.

We encourage our 11th grade students to take MOCK (practice exams) for the SAT or ACT which are administered in the fall periodically through the school year on high school campuses, and review PSAT/NMSQT results by January. By taking these exams junior year, students have the benefit of taking the exams again after comparing PSAT/SAT and ACT results and then deciding which test to concentrate on depending on performance. Prior planning and preparing for these exams are crucial components of maximizing student performance.

Spring semester of the 11th grade year, students should continue to take either an SAT or ACT based on performance. Students should log into Naviance to check the average SAT and ACT scores of the colleges or universities they are interested in attending. The last summer testing opportunities for the SAT are in June and the ACT are in July, so it is important that by the end of their junior year, students have had the opportunity to take both exams and have either registered for June or July tests or are satisfied with their current scores going into fall of their senior year.

College Scholarships and Financial Aid
In general, the best source of information about the availability of scholarships and other financial aid is the director of financial aid at a specific college. Students and parents should fill out the application for Federal Student Aid (FAFSA) in October (NEW TIMELINE) of the senior year. This form is required for virtually all types of financial aid. Both parents and students should apply for a FAFSA PIN as early as junior year. Please visit www.fafsa.ed.gov.

Information and applications for local scholarships are available in the high school guidance office and Naviance. Parents and students are encouraged to contact the guidance office with questions 512-570-1000 (LHS), 512-570-1200 (CPHS), 512-570-1800 (VRHS), 512-570-1417 (GHS), 512-570-2000 (RHS) or 512-570-2300 (VHS).

Transcripts
Graduating students who plan to enter college should place a transcript order through their Parchment account. All debts and obligations must be cleared before transcripts will be forwarded.

Class Ranking
Graduating seniors are ranked within the graduating class on the basis of their cumulative grade point average for the
four years in high school in all subject areas. Grades from the following courses/sources shall not be considered in class rank: correspondence, summer school outside of LISD and other non-accredited schools, distance learning, online, locally developed courses, those taken prior to the ninth grade, dual and co-enrollment, college, credit by exam, exam for acceleration, foreign countries, and credit recovery.

Reporting Class Rank
The District shall report class rank on a student’s official academic transcript unless the parent or student requests that class rank not be reported. The opt-out form for class rank can found in the counseling or registrar’s office.

Academic Honors
Beginning with Grade 9 in the 2013-14 school year:
The valedictorian and salutatorian are the two students with the highest cumulative grade point averages. To be eligible for valedictorian or salutatorian for class ranking purposes, a student must have attended the high school from which he/she will graduate for the preceding four full semesters and graduate in no more than or no fewer than four years.

Graduation Requirements
High school graduation requirements are based on the school year a student first enters the 9th grade. A detailed description of these graduation requirements and plans can be found in the LISD High School Course Catalog.

Graduation Commencement Exercises
A student may participate in the high school graduation exercises only if he/she has successfully completed all requirements as stipulated by the Texas Education Agency and the policies of Leander ISD. A student must have passed all five state mandated end-of-course exams (Algebra I, English I, English II, Biology and U.S. History) to receive a high school diploma and participate in graduation commencement exercises. (Exception- Senate Bill 149/ Individual Graduation Committee)

Students completing graduation requirements after the graduation ceremony may receive diplomas by calling the principal’s office. They may also participate in the next regularly scheduled graduation exercise.

All candidates for graduation from Leander ISD's high schools must wear academic caps and gowns at the graduation exercises. All students are also required to meet dress codes and to practice for the graduation ceremony. In addition, all school obligations must be cleared before a diploma will be issued. (Additions to or substitutions for academic caps and gowns will not be permitted.)

Please refer to the Student Code of Conduct for further information.

Graduation Expenses
Because you and your child 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, you and your child should monitor his or her progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year.

Texas Scholars Program
Texas Scholars is the collective name for a community’s incentives and strategies to motivate all of its students to complete the LISD Distinguished with Honors graduation plan. LISD is devoted to promoting academic achievement and rigor for all students. Recognition is given to seniors who graduate as Texas Scholars. Currently students are recognized with a frame-ready certificate and a Texas Scholar medal to be worn at graduation.

Physical Education
Students are required to earn one (1) credit from the following courses for graduation: Foundations of Personal Fitness, Aerobic Activities, Team or Individual Sports, or Adventure/Outdoor Education. Leander ISD shall allow students to substitute certain physical activities for the one (1) required unit of physical education. Such substitutions shall be based on the physical activity involved in drill team, marching band (fall semester only), cheerleading, athletics and ROTC. If a student drops out of these programs, the student must immediately begin to take PE at the rate of one course per semester until the one (1) credit requirement is met. A student participating in an appropriate private or commercially sponsored physical activity program conducted off campus may credit for PE substitution. See campus counselor for details.

The commissioner of education for the Texas Education Agency has adopted an assessment instrument, Fitnessgram, to
be used by school districts in assessing student physical fitness. Parents may request their assessment results from the staff member who administered the test.

Athletics
We believe that an exemplary athletic program is an extension of the classroom. As such, athletics offers students an opportunity to develop and grow physically, intellectually, emotionally, and socially. The positive benefits that participation in athletics offers include, but are not limited to, self-esteem, self-discipline, self-confidence, goal setting, commitment and the development of team spirit. Furthermore, participants learn the values associated with competition and benefit from the experience of both victory and defeat.

For more information regarding LISD Athletics, visit our webpage at:
http://www.leanderisd.org/cms/One.aspx?portalId=79318&pageId=269745

Human Sexuality Curriculum
Leander ISD provides human sexuality instruction to all students grades 4-12 in accordance to Board policy (EHAA, Legal) and state law (Ed Code 28.004 (c)). The content of the curriculum includes instruction related to human sexuality, sexually transmitted diseases, human immunodeficiency virus (HIV), and acquired immune deficiency syndrome (AIDS). State law requires districts that provide instruction on human sexuality to focus the curriculum on abstinence as the preferred choice of behavior for unmarried persons of school age.

Human sexuality instruction in Leander ISD will be limited to the content, courses, and guidelines specified in the LISD Human Sexuality Curriculum. Participation in the human sexuality instruction is voluntary and students can be removed from participating in the instruction by written request of a parent or legal guardian. Parents or legal guardians will receive notice in the form of a letter about the teaching of the curriculum. Parents or legal guardians are provided an opportunity to preview the curriculum document and teaching materials by contacting the campus. Parental input to the development and/or review of the human sexuality curriculum can be made to the LISD School Health Advisory Council (SHAC). For information about the LISD SHAC or grievance procedures, contact Assistant Athletic Director, Kimberly Davies, at P.O. Box 218, Leander, Texas, 78646, (512-570-0172).

School Health Advisory Council
Leander ISD has established a School Health Advisory Council (SHAC), in accordance with the state (19 TAC 74.31) and district (EHAA (Legal)) policy, to ensure that local community values are reflected in the District’s health education instruction. The council’s duties include making recommendations on the number of hours of health instruction, curriculum related to the prevention of obesity, cardiovascular disease, and type 2 diabetes, human sexuality and the coordinated school health program. For information about the LISD SHAC or membership procedures, contact Assistant Athletic Director, Kimberly Davies, at P.O. Box 218, Leander, Texas, 78646, (512-570-0172).

Remedial Help
Students are encouraged to speak with teachers about any questions or concerns they may have. Teachers will schedule assistance as needed in order to help students be successful.

ATTENDANCE
Regular school attendance is essential for a student to make the most of his or her education – to benefit from teacher–led 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 instructional materials; therefore, the student and parent should make every effort to avoid unnecessary absences. Two state laws - one dealing with compulsory attendance, the other with the attendance for course credit – are of special interest to students and parents. They are listed below under Compulsory School Attendance Laws and Attendance for Class Credit or Final Grade.

Home Access Center (HAC)
Leander ISD has a useful tool to help parents and students track their attendance and grades. The HAC program allows parents an opportunity to view this information online. The HAC link can be found on every page of the District website www.leanderisd.org under the “Quick Links” section. In addition, parents will be notified when their child is absent through the District’s communication system. As a parent of a student in Leander ISD, you are already a part of the communication system, so there is no need to subscribe. If you need to correct your contact information, please use the returning student registration tool, or contact your child’s campus registrar with the updated information.
Campus Truancy Prevention Measures to Improve Attendance

Campuses provide a multitude of Truancy Prevention Measures to improve student attendance prior to a referral to a truancy court. These steps may include, but are not limited to:

1. Daily attendance calls and/or emails when students are absent.
2. Alerts sent through the LISD student information system.
3. Attendance warning letters for excessive unverified/unexcused and excessive excused absences.
4. Invitation to Truancy Prevention Session.
5. Referral to school and community resources.
6. Notification of hours owed to regain credit.
7. Attendance Behavior Improvement Plan (ABIP).

Laws to All Parents/Guardians of LISD Students:

The attendance section serves as the official required notice per Texas Education Code for parents and/or students who might have attendance related issues. School districts are required to provide parents with information regarding the Compulsory School Attendance Laws.

If a student is absent for ten (10) or more days or parts of days in a six-month period in the same school year:

1. The student’s parent is subject to prosecution under of the Texas Education Code; and
2. The student is subject to a referral to Truancy Court under of the Texas Education Code.

It is the parent’s duty to monitor their student’s school attendance and require their student to attend school. Parents may request a conference with school officials to discuss absences. A parent not receiving an additional notice from the school is not a defense to prosecution. In this section, “parent” includes a person standing in parental relation. Legal action may be filed against the child, the parent(s), legal guardian(s) and/or any person(s) standing in a parental relation to the child.

The law in the State of Texas requires a child to attend school. Texas Education Code states:

(a) A child who is required to attend school under this section shall attend school each school day for the entire period the program of instruction is provided.
(b) Unless specifically exempted by Section 25.086, a child who is at least six years of age, or who is younger than six years of age and has previously been enrolled in first grade, and who has not yet reached the child's 19th birthday shall attend school.
(c) On enrollment in prekindergarten or kindergarten, a child shall attend school.
(d) Unless specifically exempted by Section 25.086, a student enrolled in a school district must attend:
   (1) an extended-year program for which the student is eligible that is provided by the district for students identified as likely not to be promoted to the next grade level or tutorial classes required by the district under Section 29.084;
   (2) an accelerated reading instruction program to which the student is assigned under Section 28.006(g);
   (3) an accelerated instruction program to which the student is assigned under Section 28.0211;
   (4) a basic skills program to which the student is assigned under Section 29.086; or
   (5) a summer program provided under Section 37.008(l) or Section 37.021.
(e) A person who voluntarily enrolls in school or voluntarily attends school after the person's 18th birthday shall attend school each school day for the entire period the program of instruction is offered. A school district may revoke for the remainder of the school year the enrollment of a person who has more than five absences in a semester that are not excused under Section 25.087. A person whose enrollment is revoked under this subsection may be considered an unauthorized person on school district grounds for purposes of Section 37.107.

Attendance for Class Credit or Final Grade

Per Texas Education Code §25.092, to receive credit 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 if he or she completes a plan approved by the principal that allows the student to fulfill the instructional requirements for the class.

Attendance Recording Time

Elementary – One hour after the beginning of the student’s school day.
Middle School – Ten minutes into the class period.
Absence Classifications
Whether for full days or parts of days, the following information about absences applies:

Excused Absences:
Excused absences include, but are not limited to personal illness, funeral/memorial, quarantine, or weather or road conditions that make travel dangerous. Students are required to attend at least 90 percent of the days the class is offered. The student will be required to make up excessive excused absences. 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.

Unexcused Absences:
An unexcused absence is any absence that does not meet the definition of an excused absence (examples: personal business, vacation, traffic, car trouble, etc.).

State Approved Non-Absences:
The following absences are considered “State Approved Non-Absences” if the proper documentation is provided by the student and/or parent/guardian within 48 hours of the student’s return to school. A “State Approved Non-Absence” is one for which the District still receives funding and the student is marked in the attendance system with a code that is equivalent to present. “State Approved Non-Absences” include:

Absences for Religious Holy Days
The District shall excuse students from attending school for the purpose of observing religious holy days when it is a tenet of the faith that the student must be absent from school during such time. The District shall excuse the student for days on which the religious holy days are observed and for one day on which the student must travel to and one day on which the student must travel from the site where the holy days will be observed. A written note with a parent signature must be turned in within 48 hours of a student’s return to school to mark the absence as excused. It is preferable for a family to submit the written note prior to the student’s absence.

Absences for Military Dependents
A student whose parent or legal guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or immediately returned from deployment to a combat zone or combat support posting, shall be granted additional excused absences to visit with the student’s parent or legal guardian relative to such leave or deployment of the parent or guardian. See Policy FEA (LEGAL), §25.087 Texas Education Code for additional information.

Absences for College Visits
The District may excuse a student from attending school to visit an institution of higher education accredited by a generally recognized accrediting organization during the student’s junior and senior years of high school for the purpose of determining the student’s interest in attending the institution of higher education. The District may not excuse more than two (2) days during the student’s junior year and two (2) days during the student’s senior year. Official verification of the absence from the institution of higher education must be provided within 48 hours of the student’s return to school.

Other State Approved Absences
Please see Texas Education Code §25.087 for a complete list of state approved excused absences.

Medical Absences
A student may be excused for a temporary (partial day) absence due to an appointment with health care professionals for either the student or the student’s child if the student begins classes or returns to school on the same day of the appointment/treatment. Official verification of the absence from the doctor or medical provider’s office must be provided within 48 hours of the student’s return to school.

Tardies
If a student arrives after the start of school, the student must check in at the attendance office. At the Elementary level, a student is considered tardy if they arrive to school after the start of the school day. If a student is more than one (1) hour late to school, he/she will be marked absent for the entire day. At the Middle School level, a student is
considered tardy if they arrive to class after the first ten (10) minutes of the class period. **If a student is more than ten (10) minutes late to class, the student is marked absent.** At the High School level, a tardy for each class period varies according to unique campus bell schedules.

**Failure to Attend**
A student fails to attend school when the student misses a class or classes without parental consent (often called “skipping”). A student who fails to attend school is subject to campus disciplinary consequences.

**Hours Owed/Make-up Attendance Hours**
Any student who does not attend 90% of the days a class is offered (excused or unexcused) will be required to make-up attendance hours. Students and/or parents will be notified of the hours a student owes and a plan will be developed with the administration on acceptable ways the student may make-up the hours owed. Please see [LISD Board Policy FEC](#) for additional information.

**Verification of Absence**
**All student absences must be verified in writing by a parent/guardian.** All absences are documented as unverified-unexcused until verification is received from the parent/guardian by the school attendance clerk. Verification must be received within 48 hours of a student’s return to school. A hand-written note or an e-mail sent from the parent’s email address on file is acceptable as verification. Upon receipt of verification from a parent, the unverified-unexcused absence will be updated.

**All verifications from parents should include the following:**
1. Full legal name of student
2. Student’s ID number
3. Student’s grade
4. Date(s) of absence
5. Reason for absence
6. Parent’s signature (if hand written)
7. Parent’s phone number
8. Current date

**Important:** When the student returns to school on the day of or after a medical appointment, it is best if the student presents written verification of the medical appointment from the medical office. The above information can be added to the notice from a medical provider. Parent/Guardian notes will also be accepted within 48 hours of the student’s return to school.

As per [LISD Board policy FEC (LOCAL)](#): If a student has established a questionable pattern of absences, the principal or attendance committee may also require that the student present a physician’s or clinic’s statement of illness after a single day’s absence as a condition of classifying the absence as one for which there are extenuating circumstances (state approved non-absences).

If your child has a chronic health condition that requires frequent absences or medical appointments, it is the parent’s responsibility to communicate this information to the school. The parents will be asked to provide supporting documentation from medical professionals annually. Verification for each absence must still be provided.

If the student is 18 years old or older or has been declared an emancipated minor by the court, the student may sign in place of a parent or guardian. Parents/Guardians will be notified by the school when their child is absent. If parents do not want to receive the notifications, they may contact their child’s campus.

**Absences for Special Events**
The attendance section of this handbook should be reviewed before making plans to miss school for any reason. A parent/guardian may obtain a form from the attendance office to notify the campus of an absence. An absence for a special event may be coded as excused or unexcused.

**Attendance and School Related Activities**
If a student is absent (full or partial day) on the day of a school-related event (i.e.: dance, theater performance, volleyball/football game), the student may not be able to participate without a valid written excuse from a physician.
Absences for Extracurricular and UIL (University Interscholastic League) Activities

Please see LISD Board Policy FM (local) for details. Any absence resulting from a student’s participation in an activity for an organization not school related is considered unexcused.

Procedures to Follow When Leaving Early

Because class time is important, appointments should be scheduled if possible, at times when the student will not miss instructional time. However, if a student should need to leave early for an appointment, please contact the campus’ attendance office for the procedure to follow.

Making Up Missed Work

Students who are absent for any reason must make up the work they missed.

It is the student’s responsibility to check with each teacher the day the student returns from an absence to determine the:

1. Make-up assignments,
2. Specific dates for completing the work, and
3. Dates to complete any missed tests.

When a student is absent from class due to illness, upon his/her return, the student will be allowed one day for each day of absence to make up the assigned work and/or take a quiz/exam.

- Previously scheduled assignments that were due on the day of the absence will be due on the day the student returns to school.
- Previously scheduled quizzes/exams will be administered on the day the student returns to school.
- The student is allowed one (1) day for each day of an absence to make up assignments and quizzes/exams scheduled during their absence.
- One (1) day of make-up time is allowed for each day of absence (Example: 2 days absent - 2 days to make up work; 4 days absent - 4 days to make up work, etc.).

Any student absent from class due to extracurricular activities will be responsible for obtaining assignments prior to the absence.

- Students who miss class due to extracurricular activities are required to submit missed assignments and taking any missed quizzes/exams on the first day of his/her return to class.

Obtaining Assignments:

1. If a student is absent due to an extended illness (five (5) or more days) and wishes to get assignments before returning to school, the students and/or family may contact the classroom teachers to request assignments. A minimum two (2) days is needed to obtain work.
2. There may be instances when work is needed before an absence occurs (e.g. scheduled surgery). In order to obtain this work, a parent may submit a note to the teachers explaining the reason for the absence and the dates of the absence. A minimum of two (2) days is needed to obtain work.

“Take Your Child to Work” Day

Leander ISD observes “Take Your Child to Work” day during the summer. Absences will be unexcused if a student observes this event during the school year.

Attendance Appeals

A parent who wishes to appeal make up hours may write a letter of appeal to the campus assistant principal and turn it in to the registrar. Letters may be submitted at any time during the semester but no later than ten (10) calendar days after the last day of classes for that semester.

The assistant principal will review the appeal request with the student’s teacher and additional teachers (as appropriate) to determine whether the student should be eligible for amended make up hours. The assistant principal may take into consideration attendance records, doctor’s notes, prior arrangements with school administration, extenuating circumstances, educational performance and behavior.

After review of the case, the assistant principal will decide to uphold, modify or waive make up hours. The completion of make-up hours is a factor in student promotion. The parent may choose to appeal the decision to the campus principal.
Absences for Transfer Students

Students who enroll in a class during the semester from outside Leander ISD will have attendance prorated based on the number of days remaining in the semester. Students must attend classes 90 percent of the time classes are offered while enrolled to obtain credit for the class(es).

Students transferring out of the District who have exceeded the number of absences allowable for credit will not receive credit. Transcripts sent to other school districts will reflect no credit because of excessive absences. Students may petition for credit by mail or in person with the same opportunities to present their case as all other students.

Leander ISD Attendance Codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Absence-Excused</td>
</tr>
<tr>
<td>C</td>
<td>Co-curricular School Related Absence (not UIL)</td>
</tr>
<tr>
<td>D</td>
<td>Absent w/Doctor Note</td>
</tr>
<tr>
<td>E</td>
<td>Election/Voting Clerk</td>
</tr>
<tr>
<td>G</td>
<td>Other Instruction on Campus</td>
</tr>
<tr>
<td>H</td>
<td>Homebound/CEHI</td>
</tr>
<tr>
<td>I</td>
<td>ISS Placement</td>
</tr>
<tr>
<td>J</td>
<td>Homebound Non-Serviced Day</td>
</tr>
<tr>
<td>M</td>
<td>Medical Appointment – Doctor Note</td>
</tr>
<tr>
<td>N</td>
<td>Funeral/Memorial</td>
</tr>
<tr>
<td>O</td>
<td>Unverified – Unexcused</td>
</tr>
<tr>
<td>P</td>
<td>Present</td>
</tr>
<tr>
<td>R</td>
<td>Nurse Sent Home</td>
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<tr>
<td>S</td>
<td>Suspended</td>
</tr>
<tr>
<td>T</td>
<td>Late to Class but Present</td>
</tr>
<tr>
<td>U</td>
<td>Unexcused Absence</td>
</tr>
<tr>
<td>V</td>
<td>Military recruitment Visit</td>
</tr>
<tr>
<td>X</td>
<td>Extra-Curricular School Related Absence</td>
</tr>
<tr>
<td>Y</td>
<td>Leave Early</td>
</tr>
</tbody>
</table>

1 | College Visit                  |
2 | Testing                        |
3 | State Approved Non-Absence    |
5 | Late Excused Absence           |
6 | Late Unexcused Absence         |
8 | District Approved              |
9 | Absent from Sub Campus        |
0 | Military Deployment            |

HEALTH

Clinic
Leander ISD is committed to providing quality health care for all of our students. Students who become ill or injured at school will be evaluated to determine the need for further treatment. The clinic staff do not diagnosis illnesses or injuries but take notes of the symptoms and notify parents of the observations, if needed. Students with special health needs should be discussed with the clinic staff. Due to the variety of illnesses and injuries seen in the clinic, students are not allowed to remain in the clinic in lieu of going to recess or PE.

A student who is ill needs to stay home until the student is without fever of 100.0 Fahrenheit or above and without other symptoms, (vomiting, diarrhea, etc.) for twenty-four (24) hours, and without the use of medications. If a student has been hospitalized, a note from the student’s physician stating the date the student can return to school is required. Students who come to school with an injury requiring interventions such as surgery, casts, crutches, wheel chairs, etc., must have a physician’s note prescribing what activities the student is/is not allowed to do while under the physician’s care for the injury.

Emergencies, Injuries and Illnesses at School
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 must exclude students with certain illnesses from school for periods of time as identified in state rules. 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 a pass from the teacher before reporting to the school nurse. If it is determined that the child should go home, the staff will contact the parent/guardian, if parent/guardian cannot be reached a listed emergency contact will be contacted. When it is determined that the student must go home due to a non-emergent illness/injury, it is the expectation that the student be picked up within the hour of parent/guardian being contacted. The district is also required to report certain contagious (communicable) diseases or illnesses to the Texas Department of State Health Services (TDSHS) and/or our local/regional health authority. The clinic staff follows the recommendations and provides information according to the TDSHS and/or local/regional health authorities. Contact the campus clinic if you have questions or if you are concerned about whether your child should stay home.

No student will be allowed to drive home unless permission has been obtained from the parent or guardian via fax or e-mail.

Please continue to provide the school with current telephone numbers as often throughout the year as necessary. In the event a student needs more than minor first aid attention, the parent or guardian will be notified to pick the student
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up or the student may be transported to the nearest hospital.

Leander ISD is not responsible for costs of treating injuries or EMS calls and cannot assume liability for any other costs associated with an injury.

Medication at School

The clinic does not furnish any medication. All medication must be provided to the clinic by the parent or guardian. Students are not allowed to carry medications, over-the-counter or prescription (see self-carry exception below). All medication must be in the original container and unexpired. Prescription medication must have the pharmacy label attached, and have a written request signed by both the parent/guardian AND the physician. Physician’s orders are valid for one (1) school year. A physician’s written order is required for any medication change. Over the counter medications must have written instructions and be signed by the parent/guardian. Over the counter medications that are given more than 10 consecutive school days will need an order from the physician. Clinic personnel are only allowed to follow the dosage directions on the bottle/box unless a physician order states otherwise. Medications that are ordered by the physician to be given one, two, or three times per day will not be administered at school unless a specific time is requested by the physician. Medication forms can be downloaded from the Health Services website. A student with asthma or severe allergies may be permitted to self-carry and use prescribed asthma and/or severe allergic reaction (anaphylaxis) medication at school or school-related events only if he or she has written authorization from his or her parent and a physician or other licensed health-care provider. Self-carry forms and guidelines can be found on the Health Services website. Narcotics are not routinely administered at school. Please see clinic personnel for additional medication guidelines and procedures. Leander ISD has opted to provide unassigned epinephrine according to Texas Legislation. Each campus clinic will have a limited supply of unassigned epinephrine for use during the school day for individuals who may experience an anaphylactic reaction and who do not have a medical diagnosis. Families of students with an anaphylactic diagnosis are encouraged to continue bringing their assigned epinephrine and physician orders. For more questions, please refer to TDSHS Epinephrine.

Off-Campus Event/Club Chaperone Training

Off-Campus Event Chaperone Training is required for any chaperone that will be responsible for administering medications and maintaining protected health information during an off-campus event. Off-Campus Event is defined as any school sponsored event/club taking place on or off campus, after regular school hours or over-night trips. Examples of a school sponsored event/club include but are not limited to: Destination Imagination, Robotics, Band, Dance, Student Council. Volunteers seeking opportunities to serve as a chaperone responsible for administering medications and maintaining protected health information, during an off-campus event, will be required to attend additional training and clearance from the District Nurse. Trainings typically scheduled from 5:30-7:30pm and will be good for that school year. To inquire about training dates and locations please refer to the volunteer webpage. Field trips taking place during regular school hours do not fall into this category.

Immunization Requirements

The school’s clinic personnel can provide information on state immunization requirements or you can find a list of all immunizations needed for school by logging onto www.dshs.state.tx.us/immunize or by checking the District’s website at www.leanerisrd.org. A student shall show acceptable evidence of vaccination prior to entry, attendance, or transfer to a child-care facility or public or private elementary or secondary school. (Rule §97.61-97.69 29 Tex Reg 3188 – adopted effective April 1, 2004)

Acceptable evidence of documentation includes records with the signature or stamp of the physician/designee, and or public health personnel; official record from state or local health authority; or record received from school officials. All vaccines shall include the month, day, and year each vaccine was administered.

Exemptions: The law allows (a) physicians to write a statement stating that the vaccine(s) required would be medically harmful or injurious to the health and well-being of the child, and (b) parents/guardians to choose an exemption from immunization requirements for reasons of conscience, including a religious belief. The law does not allow parents/guardians to elect an exemption simply because of inconvenience (for example, a record is lost or incomplete and it is too much trouble to go to a physician or clinic to correct the problem). Up-to-date list of students with exemptions will be kept, as they may be excluded from school in times of emergency or epidemic declared by the commissioner of public health.

Instructions for requesting the official exemption affidavit that must be signed by parents/guardians choosing the exemption for reasons of conscience, including a religious belief, can be found at www.ImmunizeTexas.com. Only completed, original notarized form will be accepted as proof of conscientious/religious exemption. Religious and
Medical exemptions must be signed by an MD or DO that is licensed to practice in the U.S. In the statement, it must state that the vaccine required is medically harmful or injurious to the health and well-being of the child. Unless it is written in the statement that a lifelong condition exists, the exemption is only valid for one year from the date the physician signed it.

**Provisional Enrollment:** The law requires that students be fully vaccinated against the specified diseases. A student may be enrolled provisionally if the student has an immunization record that indicates the student has received at least one dose of each specified age-appropriate vaccine required by this rule and is currently on track with the series of immunizations. To remain enrolled, the student must complete the required subsequent doses in each vaccine series on schedule and as rapidly as is medically feasible and provide acceptable evidence of the vaccination to the school. The catch-up schedule can be found on the Health Services website. A school nurse, clinic personnel, or school administrator (or designee) shall review the immunization status of a provisionally enrolled student at least every 30 days to ensure continued compliance in completing the required doses of vaccination. If, at the end of the period, a student has not received a subsequent dose of vaccine, the student is not in compliance and the school shall exclude the student from attendance until the required dose is administered (and proof of immunization brought to the school.) A student can be enrolled provisionally for no more than 30 days if she/he transfers from one Texas school to another and is awaiting the transfer of immunization records.

Students who are not current with immunizations will be excluded from school until their immunizations are current as per state law (Rule §97.61-97.69 29 Tex Reg 3188). One (1) day of absence will be excused to allow the family time to get necessary immunizations. Each day of absence thereafter will be an unexcused absence. Unexcused absences are reported to the proper authorities and may result in judicial proceedings.

**When your student is due for an immunization, an immunization due letter will be mailed or emailed. Student immunization records are available online by accessing your students Home Access Center account. Immunization record copies are no longer available in the clinic.**

**Vision and Hearing Screening**

In accordance with the Texas Department of State Health Services, vision and hearing screening exams are performed. TDSHS Vision and Hearing When a student's initial enrollment in Leander ISD is also the student's initial enrollment in any Texas school, the student shall be screened for possible vision and hearing problems. The student or minor student's parent, managing conservator, or guardian, may elect to substitute one (1) or more professional examinations for the required screening tests. Students in kindergarten and grades pre-k, 1, 3, 5, and 7, shall be screened for vision and hearing problems.

A student is exempt from the screening requirements if the tests conflict with the tenets and practices of a recognized church or religious denomination of which the student is an adherent or a member. The student or minor student's parent, managing conservator, or guardian shall submit to the clinic on or before the day of admission an affidavit stating the objections to screening.

**Spinal Screening**

Spinal screenings are done in accordance with the Texas Department of State Health Services. Girls will be screened two times, once at age 10 and again at age 12. Boys will be screened one time at age 13 or 14. This requirement may be met by a professional examination performed by a state-licensed practitioner with expertise in diagnosing spinal deformities. A student is exempt from the screening requirements if the tests conflict with the tenets and practices of a recognized church or religious denomination of which the student is an adherent or a member. The student or minor student's parent, managing conservator, or guardian shall submit to the clinic on or before the day of admission an affidavit stating the objections to screening. Health and Safety Code 36.005(b), 37.002(b)

If the spinal screening indicates the student may have an abnormal spinal curvature, the nurse or clinic assistant shall send the original of the screening report to the student’s parent, managing conservator, or guardian along with a letter advising of the parent’s responsibility to select an appropriate health practitioner for an examination. 25 TAC 37.148 (e)

**Acanthosis Nigricans Screening**

The law requires Acanthosis Nigricans screening of students in grades 1, 3, 5, and 7. “Acanthosis Nigricans" means a
light brown or black velvety, rough, or thickened area on the surface of the skin that may signal high insulin levels indicative of insulin resistance. This screening will be performed at the same time hearing/vision screening or spinal screening is performed. If the screening indicates the student meets state specified criteria, a letter will be sent to the student’s parent, managing conservator, or guardian advising of the parent’s responsibility to select an appropriate practitioner for an examination. For questions about Acanthosis Nigricans, you may go to the TDSHS Website.

Bacterial Meningitis Education Code 38.0025

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 child 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, most 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 causes meningitis or another serious illness.

How can Bacterial Meningitis be prevented?
Bacterial meningitis can be prevented by limiting the number of people you kiss and by not sharing food, drinks, utensils, toothbrushes, or cigarettes. 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. A vaccine that can prevent meningitis in adolescents and adults is state mandated for students in grades 7-12 and unvaccinated first year college students ages 19-21. Administer booster dose if most recent dose given was when the student was younger than 16. The vaccine is safe and effective (85-90%). It can cause mild side effects, such as redness and pain at the injection site lasting up to two days.

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

FOR MORE INFORMATION
Your campus clinic staff, family doctor, and the staff at your local or regional health department office are excellent sources for information on all communicable diseases and vaccines. Additional information may also be found at the web sites for the Centers for Disease Control and Prevention: www.cdc.gov and the Texas Department of Health: www.tdh.state.tx.us.

SAFETY

Standard Response Protocol (SRP): Evacuate, Shelter, Lockdown, Lockout
LISD has adopted SRP for emergency response and training, endorsed by the Texas School Safety Center (TXSSC). During the school year students and staff are trained on SRP and will take part in emergency drills as mandated by the
state. It is very important that the students follow the teacher’s instructions. Classes will not be dismissed unless authorized by the District administrators.

Security Cameras
The District has installed closed circuit security cameras in common areas of the high schools. Students and the general public will not be told the location of the cameras.

Pesticides
The District periodically applies pesticides. Information concerning these applications may be obtained from the LISD Plant Services Department at 512-570-0637. The schedule for pesticide application is posted in the campus office.

Asbestos
LISD strives to comply with all mandated Federal and State laws governing asbestos in school buildings. A copy of the Asbestos Management Plan can be found in the clinic office at each campus. If you have any questions or would like to examine the district’s Asbestos Management Plan in more detail, please contact the district’s Asbestos Designated Person in Risk Management at 512-570-0136.

Non-Service Animals on Campus
Only animals approved by the campus administrator can be allowed on campus for curriculum purposes. Safety for students and staff will be a primary factor in the approval and decision process.

Service Animals on Campus
Service Animals are allowed on campus in accordance with the Americans with Disabilities Act. An employee or student who wishes to bring a service animal to campus must seek approval by the campus administrator, in consultation with Legal Services. The use of a service animal must follow District guidelines always. See Board Policy FBA (Legal), FBA (Regulation). Visitors with service animals should be allowed access in accordance with law.

Visitor Management System (Raptor)
To protect students, staff and visitors, LISD has installed Raptor, visitor management system for tracking and checking against public sex offender database information. Any visitor requesting to go beyond the front office must provide a state issued driver’s license or photo identification for scanning against the database and for printing a temporary badge with picture. This is not a criminal background check; no other information is searched, provided, or stored.

Walking to and from School
If students are walking to and from school, it is important to obey traffic rules. If your school has safety patrols/crossing guards, students should follow their suggestions for safety. Children should discuss with their parents the best route to take to and from school. Practice traveling the route and watching the time is encouraged, so that children will know when to leave home to arrive at school on time.

Bicycles
If a student rides a bike to school in the street, he/she must obey the same traffic rules that apply to automobiles. The student should ride in single file WITH the traffic, stop for lights, signal for turns, give pedestrians the right of way, and watch out for his/her safety and the safety of others. Students should walk bikes across the crosswalks and on school property. Students should discuss with their parents the best route to take to and from school. Practice traveling the route and watching the time is encouraged, so that they know when to leave home to arrive at school on time. Students are asked to secure bikes with a lock. The school cannot be held responsible for lost or stolen bikes.

Voluntary Student Accident Insurance
Important notice: Texas public school districts are immune for bodily injury to students and the public (except for limited liability for an employee’s negligent operation of a motor vehicle) as provided in the Texas Tort Claims Act, section 101.001 et seq. of the Texas Civil Practices and Remedies Code. The District does not assume liability for any costs associated with an injury or for personal property that is lost, stolen or damaged.

LISD makes available accident insurance designed to assist parents/guardians with medical expenses for students. Two plans are offered for parents/guardians to purchase: At School Protection or 24-Hour Coverage. Plans and enrollment information are available online at www.mmc-ins.com or call 1-800-662-2778. Enrollment is easy if your student needs
Unsupervised Students
Parents should be aware that there is no adult supervision for students arriving prior to the first bus each morning or remaining on campus after dismissal time each evening.

Trips Outside the District
Before students will be allowed to travel outside the District parents must sign and return appropriate permission form.

TRANSPORTATION

The LISD Transportation Department is committed to ensuring the safety and well-being of each student. In the interest of safety, students are expected to behave on the school buses and at bus stops just as they do at school. All school rules of conduct apply to students while they are being provided transportation. Riding in a District transportation vehicle is a PRIVILEGE offered to eligible students who reside within the district. Procedures and safety rules, combined with campus standards of conduct, help ensure the safety and protection of each student. Failure to meet these standards or follow these safety rules and procedures may result in student conflicts or injuries and also cause delays or distractions to the driver. Those students who consistently fail to abide by these rules, procedures, and standards may lose their riding privilege to ride any LISD bus for a period of time determined by each individual school.

Drivers of school passenger transportation vehicles are responsible for the safe operation of their vehicles. They have the authority to enforce the rules and procedures and also give directions to students concerning standards of conduct. Seating is determined by each driver and may be divided into sections according to campus. Assigned seats within any section are required by the Transportation Department.

For safety reasons, animals or other living things, glass containers, large band instruments, and any other object that, due to its size, would obstruct an aisle or emergency exit, prevent correct student seating, or obstruct the driver’s views are not allowed on the bus. To the extent possible, band instruments or athletic equipment will be in the seat with the student. If items carried on the bus cannot safely ride in the student’s seat it will not be allowed on the bus. Telecommunication devices may be used on the school bus, by the owner only, if their use does not create problems. Headphones must be used if audio is in use on the telecommunication device. Students are not permitted to use external audio devices such as Bluetooth speakers. The displaying or taking of photos, with devices so equipped, is not permitted. Refer to Student Code of Conduct for other prohibited items.

Discipline and Student Management
Overview - Students are expected to:
• Abide by all procedures and rules including those set forth by LISD Student Code of Conduct.
• Respect district property.
• Avoid physically or emotionally harming themselves or others.
• Refrain from any behavior that distracts the driver.
• Note the more in-depth discussion for the conduct of students riding Leander ISD transportation vehicles that is found in the “Student Bus Rider Handbook”, a separate document distributed to all bus riders at the beginning of the school year. Note that a portion of the handbook is to be detached and returned to the bus driver, acknowledging the receipt and understanding of the handbook’s information by the student and the parent/guardian.

Students will be held accountable for their own behavior.

Discipline Management Techniques
Discipline shall be designed to improve conduct and to encourage students to adhere to their responsibilities as members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of discipline management techniques. Discipline shall be correlated to the seriousness of the offense, the student’s age and grade level, the frequency of misbehavior, the student’s attitude, the effect of the misconduct on the school environment, and statutory requirements.

Because of these factors, discipline for a particular offense, including misconduct in a District vehicle owned or operated by the District, unless otherwise specified by law, may bring into consideration varying techniques and responses. Since the District’s primary responsibility in transporting students in District vehicles is to do as safely as possible, the
operator of the vehicle must focus on driving and no 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 principal may restrict or revoke a student's transportation privileges, in accordance with law.

The District shall provide transportation to the DAEP for students in a Disciplinary Alternative Education Program. However, if a student placed in the DAEP violates District transportation rules, the student may be denied transportation provided by the District.

A 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.

Safety Rules and Procedures

LISD Bus Safety Rules:
- Stay seated in your assigned seat.
- Keep your whole body inside the bus.
- Do not throw anything from the bus.
- Get on and off only at your assigned stop.
- No pushing, shoving, fighting, shouting, or inappropriate language.
- No eating, drinking, smoking, spitting, destruction of property, or possession of harmful objects.
- PLAIN, UNFLAVORED, UNSWEETENED, DRINKING WATER IN PLASTIC CONTAINERS IS THE ONLY LIQUID OR FOOD ALLOWED.
- Do not bother other students or their belongings.

While waiting to load - to avoid injury:
- Arrive at the stop 5 minutes earlier than the scheduled loading time. Remain out of the street and don't create a problem for the owner of the property where the stop is located.
- When the bus approaches, stay away from the curb and the front wheel of the bus. Wait until the bus has come to a complete stop, and wait for the driver's signal to cross/board.
- Board carefully and use the handrail. Be courteous and do not push or shove. Move directly to your assigned seat.

While riding:
- Remain completely seated, facing forward, with all body parts inside the bus, backpack in lap, and arms, feet, and torso out of aisle. Standing or moving from seat to seat is not allowed.
- As required by law, should the bus be equipped with three-point seatbelts, all students on board are required to use the seat belt.
- Respect the rights of other students. Do not violate their space, nor physically or emotionally harm them.
- Do not participate in any event, which causes the driver to be distracted from driving.
- Never allow baggage to block an exit window, door, or any part of the aisle. In an emergency, no time is available to clear the path to safety.

While unloading:
- As the vehicle approaches your stop, gather your belongings, but remain seated until the vehicle has come to a complete stop.
- Move to the door quickly so other traffic will not be delayed. Use the handrail while descending the stairs.
- Step down to the ground carefully and walk directly away from the vehicle at least two steps before turning left or right. Never walk alongside the vehicle or anywhere within 3 feet of the rear tires. If you must cross the street, move at least 15 feet in front of the vehicle and wait for the driver's signal to cautiously move into the roadway, stopping directly in front of the driver's side of the bus. You will check left-right-left yourself and wait for the driver's second signal to cross the remainder of the roadway.

Discipline:
- Drivers will make on-the-spot corrections and may assign specific seating to students who are misbehaving. When students do not respond to the driver's initial efforts to correct misbehavior, a formal Bus Conduct Report will be given to the campus administration. Campus administration will address the student misbehavior using any of the techniques outlined in the LISD Student Code of Conduct. Student discipline management procedures will consider the severity of the offense, the maturity of the student, and the student's past conduct on the bus.
Changing Routes, Stops
Students who want to go to a destination other than their regular destination must obtain a Rider's Permit from the campus office. To obtain a permit, parents may send a note to school, phone, or request in person. The student will then give the permit to the driver who will retain the permit and will deliver the student to the requested regular stop. Bus passes for students going home with regular riders will be honored only if there are seats available on the bus. Bus drivers do not have the authority to allow students to ride without a rider permit.

Parents or others may not remove a student from the bus without permission and may not, by law, board the bus at any time. To ensure the safety of our students, in order to remove a student already on the bus, parents must contact the campus administrator for clearance. Identification may be requested prior to the student being removed from the bus.

Bus Information
Students wishing to ride a bus different from their regular bus must obtain a permit from the front office prior to the last bell of the school day. Requests must come from a parent or guardian only and must contain parent contact information, date(s) of bus changes and student ID.

Notice to Bus Riders
All students who ride school transportation vehicles are prohibited from loitering in the parking lots before and/or after school.

Extracurricular Trips
School trips will be arranged through the office. A sponsor will be on each vehicle. Students may not be released to friends or any person except the sponsor or student's parent unless prior arrangements have been made with campus personnel prior to the trip. While the driver is responsible for the overall safety of each student, the sponsor is responsible for the management of the students while at the event or en route. Students should contact their sponsor for details of the trip.

Video Cameras
Video camera recording of the ride has proven to be a valuable tool in maintaining safe student conduct. In the event that an incident occurs, videotapes will be retained, and segments may be provided to the campus administrator. Due to legal reasons, the data on the videotape is considered confidential information and, as a matter of privacy, is not released outside the campus/department without the appropriate legal document.

Shuttle Service
In order to improve the timeliness of service, some routes will include a short shuttle to or from some campuses. Routes selected for shuttle will take advantage of the time differences between secondary and elementary bell times.

Crossing Guards
Crossing guards are provided at the elementary and middle schools at designated streets and intersections. To ensure a safe route to school, students must obey all procedures and rules provided by crossing guards at all crosswalks and intersections.

Student Drivers
Students who drive vehicles to school are expected to adhere to the following guidelines:

- Student drivers must be in high school (9th – 12th grade) in order to drive on campus and use the school’s parking lot facilities.
- Student drivers are expected to follow all of the specified guidelines for those parking on school property. Please refer to each school’s set of expectations for parking on campus.
- Student drivers should understand that their vehicles are subject to periodic drug dog searches.
- Student drivers are expected to visibly display the school’s proper vehicle identification tag.

STUDENT ACTIVITIES

Extracurricular Activities
Academic/Behavior Standards
Participating in extracurricular activities and representing the District in University Interscholastic League (UIL) competitions is a privilege afforded to students. As with any privilege, there are responsibilities that students must uphold. A student will be permitted to participate in extracurricular activities subject to the following restrictions:

- A student who receives, at the end of any grade evaluation period, an average grade below 70 in any academic class other than an identified honors or advanced class, or a student with disabilities who fails to meet the standards in the Individual Education Plan (IEP) may not participate in extracurricular activities for at least three (3) school weeks. An ineligible student may practice or rehearse while suspended. The student regains eligibility when the principal and teachers determine that he or she has: (1) earned a passing grade (70 or above) in all academic classes other than those that are honors or advanced; and (2) has completed at least three school weeks of ineligibility.
- The District shall permit students to be absent for extracurricular activities in accordance with State Board rules. When a student has accumulated ten (10) absences for extracurricular activities, additional absences must be approved by the principal.
- Any disciplinary behavior-related restrictions on participation are set out in the Student Code of Conduct.

A student who misses class because of participation in an activity sponsored by a non-approved organization will receive an unexcused absence.

Suspension of a student with a disability that significantly interferes with the student's ability to meet regular academic standards must be based on the student's individualized education program. The determination of whether a disability significantly interferes with a student's ability to meet regular academic standards must be made by the student's admission, review, and dismissal committee. For purposes of this section, "student with disability" means a student who is eligible for a district's special education program. A student may not participate in extracurricular activities if that student is placed on Home-Based Instruction, suspended, in a DAEP, or expelled.

Rules for Participation in Extracurricular Activities

Certain activities, elected offices, student clubs, performing groups such as band and choir, and drill and athletic teams have established rules and consequences for misbehavior that are stricter than those for students in general. If a violation of those rules is also a violation of school rules, the consequences specified by the school shall apply, in addition to any consequences specified by the organization. Each organization's rules for participation will be distributed to all participants.

University Interscholastic League (UIL) Activities

The majority of extracurricular activities are governed by the Constitution and Rules of the University Interscholastic League. These UIL activities include literary events (e.g., debate, informative speaking, poetry interpretation, prose reading, science, ready-writing, spelling and plain writing, number sense, calculator applications, one-act play, typewriting, shorthand and journalism); music contests (band and choir events); and athletic contests (football, volleyball, basketball, tennis, golf, track, baseball, swimming, softball, soccer and cross country). All students are encouraged to participate in the UIL events. The rules set forth will be strictly enforced during the year.

Organizations/Clubs

Each campus has a wide variety of organizations and clubs available for student to become involved in during the school year. Below is a list of many of the opportunities available to students at the high school level. We encourage you to check in the assistant principal and counselor's offices to confirm availability of these organizations for your specific campus. There may also be additional organizations available to you that are not listed below. If a student would like to request starting a new club, they must get the New Club Request form from the assistant principals' office and follow the steps outlined.

JROTC is both an elective curricular course and an extra-curricular activity. Leander ISD currently has an Air Force JROTC unit at Leander High School and a Navy JROTC unit at Vista Ridge High School. Both JROTC programs include a strong academic program along with an opportunity to participate in extra-curricular activities such as drill teams and color guard. This student run organization will prepare students for life, providing job skills, life skills, and leadership.

Band is an organization that is open to any student by audition. The primary objective of the band program is to further music education, the appreciation of music, development of cooperation/teamwork/coordination skills, promotion of individual responsibility, and instillation of pride in accomplishments through participation in marching and concert band performances.
Cheerleaders are selected by spring tryouts. The squads are required to attend a summer camp (residential) and both pre- and post-camp practice sessions. This auxiliary organization includes several squads. Squad members are encouraged to display school spirit at sporting events, as well as loyalty to all school activities. Squad members develop self-confidence, good sportsmanship, leadership and self-initiative, and are expected to maintain exemplary conduct.

Choir is open to all young men and women who are interested in enriching their personal lives and achieving higher academic standards through the study of vocal music. Choir classes provide students with the opportunity to develop their singing, music reading, listening, and higher-level thinking skills, as well as their self-discipline, team-building, and leadership skills. There is a strong emphasis on music theory, vocal technique, positive attitudes, leadership, responsibility, and teamwork.

Color Guard is an organization that is an extension of the band program. The Color Guard performs with the marching band in the fall at football games and band competitions, providing visual enhancement of the music performed by the marching band. In the spring semester, the Color Guard (also referred to as the Winter Guard) participates in the Texas Indoor Color Guard Circuit, performing at from three to seven indoor competitions per season with a culminating State Competition, under Winter Guard International rules. Color Guard is open to anyone attending Leander ISD’s high schools by audition, although membership may be limited to non-instrumentalists at the discretion of the band director. Most rehearsals occur outside of regular school hours. Students who wish to participate in Color Guard must enroll in band for both semesters. Students participating in the Color Guard will receive a P.E. waiver during the fall semester and a Fine Arts credit during the spring semester.

Crime Stoppers is a program designed to encourage students to help reduce and prevent crime on campus. Through this anonymous witness program we hope to maintain a safe environment and provide a good student experience, as well as help the school surrounding community.

Dance Team – The purpose of the organization is to promote school spirit and cooperation and to support the high school athletic teams. The group gives students the opportunity to develop leadership and responsibility and, at the same time, share fun in the execution of their many duties. The dance team performs at football games. Many additional activities are held in the spring semester, including competitive performances and a dance show.

Destination Imagination (DI)
Destination Imagination is an extracurricular, school-sponsored program that fosters creativity and team-based problem-solving skills and life skills for students. Leander ISD DI is open to all students in third through twelfth grades. The goal of DI is to cultivate the creative problem-solving process and make it an unconscious part of students’ everyday lives. Team members engage in creative problem solving and teamwork all year long, individually and together, with DI Challenges, which they showcase at the Regional Tournament.

DECA – Students enrolled in the marketing program are eligible for membership in the local chapter of the DECA. This organization helps students make greater use of skills, knowledge, and experiences as they explore and pursue career in marketing.

FFA Chapter is composed of students currently enrolled in agriculture courses, as well as former agriculture students. The objective of the club is to develop leadership and to strengthen the confidence of students in themselves and their work. FFA encourages team play and good sportsmanship. It also provides recreational activities for its members and carries out projects for the betterment of agriculture in the community.

FCCLA – Family, Career and Community Leaders of America is open to students enrolled in Family and Consumer Sciences classes. The goal of this organization is to help individuals improve personal, family, and community living skills.

Friends in Action is a tutoring program sponsored by the high school Student Council. High school students tutor elementary students who have been selected by their teachers. This program is designed to provide the students with positive role models and to show them an enthusiastic attitude toward school and learning. In addition to being an invaluable aid to elementary students, high school students are able to achieve a sense of commitment for themselves as well.
Jazz Band is designed to further the appreciation of jazz and jazz/rock fusion music through rehearsal and performance. In addition to the musical benefits, cooperation, individual responsibility, and other character-building skills are attainable goals. Membership is by audition and is open to students enrolled in the band program. Choir students may audition for the band's rhythm section that includes piano, bass, trap set, guitar, and extra percussion.

Junior Statesmen of America is an organization that provides opportunities to become politically involved. Each year participants attend two (2) major conventions in Texas-Fall State and Spring State. Statesmen attend mock trials, active debates, and tough talks on current issues. The JSA is open to anyone attending LISD's high schools, all ages and grades.

M.A.S.H. - Medical Association of Sports Health is open to students enrolled in Athletic Training classes. This organization helps students develop their skills in the prevention and care of Athletic Injuries.

National Honor Society (NHS) serves primarily as an honorary club for selected sophomores, juniors and seniors who have excelled in the areas of scholarship, character, leadership, and service. For consideration into National Honor Society, a student must have attended a LISD high school the previous semester and have a cumulative average of 90 in high school. Having been a member of the National Junior Honor Society does not mean that a student automatically qualifies as a member of National Honor Society. Selection is made by a five (5)-member faculty council chosen by the principal. Input is given to the council by all faculty and staff members. A student’s character, leadership, and service toward fellow classmates and teachers are important factors in determining the vote. National Honor Society students must provide one (1) service project per semester. Most fulfill this requirement through community service, tutoring other students, or being an aide to teachers. Members must maintain the standards for scholarship, leadership, service, and character that were used as the basis for their selection. Transfer students who were National Honor Society members should bring a letter from their former principal stating that they were members of the school's NHS and were in good standing. Upon receipt and confirmation of the letter, NHS membership will be conferred.

Peer Connection/Pals are twelfth grade students trained to help others within a school environment deal with the problems that confront them. Mood changes, problems with friends, school, and drugs are typical struggles for teenagers. The effects of these struggles often show up in school as poor grades, absenteeism, and alcohol and/or drug use. As a group, teenagers tend to be more comfortable discussing their problems with other students. Peer Connection/Pals provides students with that opportunity. Peer Connectors are available to the students throughout the day. Students seeking help may be referred by a teacher, parent, students, or anyone concerned about a friend.

Robotics – Capital BEST and FIRST are volunteer organization whose mission is to inspire students to pursue careers in engineering, science, and technology through participation in a sports-like, science- and engineering-based robotics competition.

Shakespeare – To be a member of the club, a student must have a deep interest in Shakespeare and be active in club functions.

Spanish Club – The objective of the Spanish Club is to develop an appreciation for the Spanish culture, language, people, and countries where Spanish is spoken. The club is open to any student who wishes to participate.

STARS/STAND are Leander ISD high school governed organizations with the objective of eliminating illegal drug and alcohol use by students. The only requirement to be a member is voluntary drug testing of the student with the permission of the parent. Students are awarded a student I.D. that entitles them to discounts from local merchants and free admission to certain school-sponsored events. These organizations encourage a drug free life.

Student Council - The student body elects nine officers, and each class elects its officers and eight representatives. Student Council promotes the well-being of the student body and provides a means for free expression. It plans activities that will promote school spirit. Student/faculty communication is enhanced. The Student Council provides service to the surrounding community and provides an organization that will aid the school and student in achieving success.
Theatre Arts is for students who are interested in the performing and/or technical aspects of theater. All students are welcome to participate in both theatre arts courses and extra-curricular productions.

Skills USA – Students enrolled in the trades and industry programs are eligible for membership in the local chapter of Skills USA. This organization helps students make greater use of skills, knowledge, and experiences as they explore and pursue career in trades and industry.

Visual Arts – Visual Arts is for students who are interested in the study and creation of visual art. Students have the opportunity to study and create artistic works in a variety of media, including, Drawing, Painting, Sculpture, Ceramics, and Photography. All students are welcome to enroll in a visual arts course.

Youth and Government is designed to educate students about their government. Students will participate in conventions in which they will study the governmental system including the legislature, lobbyists, judiciary, news media, etc. The organization provides a quality program for the student's development of leadership qualities. It also increases political awareness and encourages productive, responsible citizenship.

Social Activities
Social activities, such as dances, parties, etc., sponsored by the school must be held on the school campus unless otherwise approved by the principal. Students who desire to bring a friend to a school dance who is not a member of the student body of a Leander ISD high school must obtain a visitor’s pass from an administrator at least 24 hours prior to the function. Middle school students are not allowed to attend high school dances. Anyone 21 years old or older will not be allowed to attend dances on a campus unless enrolled there. Additionally, anyone 21 years old or older will not be permitted to attend the prom dance unless currently enrolled on an LISD High School campus.

The rules of good conduct and grooming shall be observed for school social events by students and their friends. The person inviting the guest shall share responsibility for the conduct of their guest. Participation in social activities is at the discretion of campus administration.

School Publications
The yearbook is published by the yearbook staff under the supervision of the yearbook sponsor. Orders for yearbooks are taken each year. The campus newspaper published by the journalism class is also available to the student body.

Posters
Signs and posters that students wish to display must first be approved by the campus administrator. Posters displayed without authorization will be removed. Students must remove posters and adhesives within twenty-four (24) hours of event(s). Posters should not be taped to painted surfaces.

Distribution of Printed Material
All aspects of school-sponsored newspapers and/or yearbooks are completely under the supervision of the teacher and campus principal. Written materials, handbills, photographs, pictures, petitions, films, tapes, or other visual or auditory materials may not be sold, circulated, or distributed on any school campus by a student or a non-student without the approval of the principal and in accordance with campus regulations.

All such material over which the district does not exercise editorial control that is intended for distribution to students shall be submitted to the principal for review and approval. If the material is not approved within twenty-four (24) hours of the time that it was submitted, it must be considered disapproved. Any student who sells, circulates or distributes any non-approved materials will be disciplined in accordance with the Student Code of Conduct.

GENERAL INFORMATION

Notice of Non-Discrimination
Leander Independent School District does not discriminate based on race, religion, color, national origin, sex, or disability in providing education services, activities and programs, including vocational programs in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. Contact:
- Bryan Miller, Title IX Coordinator, for concerns, regarding discrimination based on sex.
- Angela Patrick, Section 504 Coordinator, for concerns regarding discrimination based on a disability.
Pledges of Allegiance and A Minute of Silence
Texas law requires students to recite the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag each day.

A minute of silence will follow recitation of the pledges. The student may choose to reflect, pray, meditate, or engage in any other silent activity so long as the silent activity does not interfere with or distract others.

Delayed Opening/Early Dismissal of School Due to Inclement Weather
On occasions of possible hazardous road conditions, Leander ISD Transportation Dept. staff and local law enforcement will continuously monitor and assess area roads. The superintendent will make a decision about whether to delay school starting time, cancel school, dismiss classes or proceed as usual with school. Information about school closings, delays or dismissals will be announced on the district website and social media, the Leander ISD "Insider" messaging system (including phone calls, emails and text messages as appropriate) and on local radio and television stations.

Questions should be directed to the LISD Transportation Dept. after 6 a.m. at 512-570-0700. In the event school is dismissed during the day, parents may pick students up at the main office if they so desire. Parents must notify the school office and sign the appropriate forms before students may be taken from campus.

Enrollment Procedures
The law requires that a school district record the name and address of the person enrolling a child. In order to avoid disruptions to students in classes, new students are urged to enroll before the school day begins. The following items need to be submitted on the day of enrollment:
1. A complete immunization record.
2. The law requires identification of each public-school student by the student’s legal surname as it appears on the student’s birth certificate or suitable proof of identity, or in a court order changing the student’s name.
3. A copy of the driver’s license or some type of photo ID of the person enrolling the student.
4. Student records from the previous school and official withdrawal paperwork.
5. Proof of residency.
6. A copy of the student’s social security card.

At the school office, parents will be asked to complete the following items:
1. Student Enrollment Form
2. Home Language Survey
3. Request for transfer of records from previous school
4. Migrant survey
5. Health History Form
6. Free and Reduced Lunch Form (optional)
7. Student Residency Questionnaire
8. TEA Ethnicity and Race Questionnaire

Foreign Exchange Students
The Austin area has very active and involved foreign exchange groups. Leander ISD’s students and families benefit by the rich exposure of the many different cultures brought by foreign exchange students.

As parents (families) are processing the possibilities of hosting a foreign exchange student, it is important to know that LISD has obtained a waiver from the Texas Education Agency (TEA) which on a yearly basis limits the number of foreign exchange students to five (5) per high school. The current waiver is good through the 2019-2020 school year.

It is advisable to check with the LISD student database specialist to determine whether or not slots are available before making final decisions in regard to hosting a foreign exchange student.

For more information, you may contact the student database specialist at 512-570-0535 or 512-570-0539.
Withdrawal of Students

Students withdrawing from school prior to the end of the official school year are given a withdrawal report indicating grades up to the time of withdrawal. Students withdrawing from school one (1) month or more before the end of a semester ends will not have their grades finalized by LISD since not enough of curriculum has been completed. It will be the responsibility of the receiving school to finalize grades. Promotion or retention is also at the discretion of the receiving school. A copy of this procedure will be included in the records of students withdrawing prior to the end of the official school year.

To facilitate withdrawal of students from school, parents are requested to advise the campus registrar of an intended withdrawal three days prior to leaving. A parent is required to meet with the registrar to sign the withdrawal paperwork prior to the student's departure. This will provide adequate time for contacting teachers, closing the student’s records and preparing transfer documents. All lunch charges, library fines, parking fines/fees, lost textbook fees, and fees for lost school equipment must be paid prior to withdrawal.

Change of Address or Telephone Number

Up-to-date information is essential for the school to successfully handle emergencies and to maintain communication with parents. Therefore, the Registrar’s Office should be notified immediately of a change of home, work or emergency telephone numbers. If you have changed your address, you must provide proof of residency and proof of identity to the school.

Leander ISD uses PowerSchool Registration to update information on students returning to our schools each year. By replacing previous paper practices with an online process, the district is reducing paper waste, improving accuracy, increasing efficiency and saving parents time.

Open House

At the beginning of the school year, all Leander ISD campuses host an Open House. Parents are invited to visit their student's school where they will have an opportunity to meet their student's teachers and be given orientation to the contents and requirements of each course.

Parent Involvement

Leander ISD encourages parents to become knowledgeable about and involved in their students’ education through LISD’s Volunteer and Mentor programs as well as Parent Teacher Associations (PTA) and booster clubs. Each year parents and community members volunteer tens of thousands of hours for Leander ISD students. Information regarding these programs is available in the campus office.

Parents may also be interested in serving on the Campus Site-Based Planning Committee. This advisory group of teachers, parents, and community members works with the principal on certain campus-based concerns.

Another way that parents can become involved in their students’ education is by taking the time to talk about school and by asking to see homework and graded papers.

Leander ISD’s Home Access Center (HAC) program gives parents an opportunity to view information online about their student’s academic progress and attendance. Parents of Leander ISD students can use HAC to access their child(ren)’s grades and attendance. The HAC link can be found on every campus website. Report cards and interim progress reports will be available in the HAC system.

Counseling Services

Our school counselor is here to help students. Using the framework of the American School Counselor Association the school counselor conducts counseling lessons and activities, helps students with organization and study skills, and serves as an advocate as an advocate for students. A student may ask to see the counselor, or the parent/guardian, or teacher may also request that the counselor visit with the child.

Licensed Professional Counselors and Licensed Clinical Social Workers are available to assist students with short term counseling. Their services may be accessed by receiving a referral from the school counselor.

Library Services

**Student Access:** The school library is an important part of each student’s learning experience. LISD ensures students
are given opportunities to use the library and its resources on campus and at home, for pleasure, interest and research. Libraries are open to students before and after school each day and individual campuses may offer extended hours for additional student access. Hours of operation vary among campuses, so schedules are posted at each library and on campus library websites. Students can also access many electronic library resources, assignment guides, Destiny, the library online catalog, and Overdrive, the virtual digital library from home by going to the campus library web page. Contact the campus librarian for usernames and passwords needed to access subscription resources from home.

**Borrowing Materials:** Students accounts are safely and efficiently accessed through student library cards, or student ID numbers for library checkouts. While the length of time students may keep items can vary, two weeks is common for most books. Generally, students may renew items during the initial loan period for an additional two weeks. Magazines and other high demand items may have shorter circulation periods and renewals on these items may be limited. Students borrow from the library with the understanding that they are responsible for any materials borrowed.

**Fines:** If applicable, students, parents or guardians will receive overdue/fine notices via email; students may be charged the replacement cost for lost books and assessed fines for damaged books. There is no fine charge for overdue books. Refunds can be made for lost books returned prior to the close of the current fiscal school year; fines for damaged items are not reimbursed.

**Internet:** All students are welcome to uses the internet and/or library computers in accordance with the acceptable use guidelines printed in this handbook.

**Interlibrary Loan (ILL):** Students may request to borrow materials from any library in Leander ISD unless a parent requests that this privilege be restricted (please see the Parental Input section below). All ILL requests are made through the student’s home campus librarian, and all items will be checked out and returned through the student’s home campus library. ILL items may only be renewed once and lending libraries may deny renewals for high demand items. Students who fail to return interlibrary loan items on time may have ILL privileges restricted or denied.

**Parental Input:** Book purchases are made in accordance with Leander ISD Board Policy; Library collections are developed to meet the diverse needs and interests of our students. While we try to ensure that every reader is able to find the right book, not every book is right for every reader. The librarians in Leander ISD support and encourage parental guidance in book selections parents deem appropriate for their students; LISD Librarians are happy to visit with parents at any time regarding the selection process, including access to interlibrary loan materials (please see the Interlibrary Loan (ILL) section above.)

**Technology Use and Data Management Regulations**

The District has established specific guidelines for the use of technology, including the Internet. A complete copy of the Acceptable Use Guidelines is found in the Appendix. All students are responsible for abiding by these guidelines. Special attention must be paid to the issues of:

- Consent Requirements
- Account and Password Requirements
- Prohibition on Vandalism
- Web Publishing Standards
- Availability of Access
- Acceptable Use
- Internet Safety/ Digital Citizenship
- Prohibited Activities
- Intellectual Property Rights and Privacy
- Google Apps for Education
- Use of Personally Owned Technology Devices (BYOT)

**Google G Suite**

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

Google G Suite is a set of online tools for communication, collaboration and document storage. Provided by Google to LISD at no cost, these tools include Gmail, Calendar, Drive, Sites and Classroom. As Google continues
to add new tools, LISD will evaluate each for its educational potential. LISD may add additional tools within Google G Suite throughout the school year.

Student Email Addresses
Students in 6th-12th grade will be assigned a LISD student email account. This account will be considered the student's official email address until such time as the student is no longer enrolled in LISD. The naming convention will be firstname.lastname followed by the last two digits of their student ID, ending with @k12.leanderisd.org. Upon graduation from high school, the students' email will migrate to @alum.leandersid.org for a period of five years.

Consent
By acknowledging receipt of the Student Handbook, Student Code of Conduct, and Technology Resource Acceptable Use Guidelines, guardians are giving consent for their student to use their LISD Google G Suite account and related services.

A detailed explanation for computer use is required reading. See Appendix A for Acceptable Use Guidelines.

Damage to School Property
Each one of us is proud of our school buildings, furniture, and buses. Should a student damage school property, the student and parents can be responsible for paying for the cost of replacement or repair of the damage.

Check Policy
Checks written to the school or any school organization must include on the front of the check the driver’s license number and a valid telephone number. Post-dated and temporary checks are not accepted. In the event that a check written to any Leander ISD campus, club, or organization is returned unpaid by a bank, Leander ISD or its agent will redeposit your check electronically. Additionally, Leander ISD may electronically collect a returned check fee of $30.00 plus applicable sales tax. This fee is in addition to any fees your bank may charge. The use of a check for payment is your ACKNOWLEDGEMENT AND ACCEPTANCE of this policy and its terms.

Waiver of Fees
A deposit or fee, which a student and his or her parent or guardian are unable to pay, may be waived. Procedures for waiver of fees or deposits shall be posted in a central location in each school and shall be included in the District’s policy manual and student handbooks.

Upon receipt of reliable proof that a student and his/her parents or guardian are unable to pay a deposit or fee required by the school, the deposit or fee shall be waived. The student and his/her parents should present evidence to the principal of their inability to pay. The principal will decide upon the eligibility for the waiver.

Student Fees
Education for students of the Leander Independent School District shall be free, and no student shall be denied this education because of an inability to furnish the necessary educational supplies. Fees or deposits required of students will be held to a minimum and only as permitted by law. Students are expected to provide their own supplies of pencils, paper, erasers, and notebooks, and may be required to pay certain other fees or deposits, including:
1. Club dues,
2. Security deposits (elevator keys $10.00),
3. Materials for a class project the student will keep,
4. Personal physical education and athletic equipment and apparel,
5. Voluntary purchases of pictures, publications, class rings, etc.,
6. Student accident insurance on school-owned instruments,
7. Instrument rental and uniform maintenance,
8. Parking fees and student identification cards, and
9. Fees for damaged library books, library cards and school-owned equipment.

Fund Raising
Student clubs or classes, outside organizations, and/or parent groups will occasionally be permitted to conduct fund-raising drives. An application for permission must be made to the District administration, and the fund-raising must be approved before it begins. Except as approved by the principal, fund raising is not permitted on school property.
Lost and Found
There is a lost and found area located at each campus. Students are urged to inquire about lost items quickly since all items not claimed at the end of each semester are donated to a charitable organization.

To reduce the chance of loss, students are cautioned never to leave money or other possessions unprotected. Students are advised not to bring valuable items to school to prevent such items from being damaged, lost, or stolen.

Telephones/Cell Phones
There is a phone available for student use on each campus. These phones are for limited use only and may be used before or after school. Use of cell phones is regulated by the individual campus. Students may receive telephone messages only in emergency situations. Telephones in classrooms are for official use only and are not intended for student use.

Meals and Cafeteria
The school kitchen prepares nutritious breakfasts and lunches daily. Students may purchase school meals or bring lunch from home. Students who purchase school meals or bring a lunch from home may also choose to purchase beverages or other extra items that are not included in a school meal.

Menus are posted at each school and on the Nutrislice website. If a student needs a special diet, please contact the Child Nutrition Services at 512-570-0670 and the school nurse.

Breakfast is served on all campuses preceding the beginning of each school day.

The meal program is maintained in all district schools on a self-supporting, non-profit basis as an optional service to LISD students. Prices are subject to change, but typically do not change during the school year. Each school will provide parents with information on current prices.

The district offers a program of free and reduced meal prices based on a student's financial need. Information on this program is available in the school office or on the MealTime website.

Meals may be purchased on a daily, weekly, monthly or yearly basis. Prepayments can be accepted at any time with cash, check or online through the Leander ISD website. The money is kept on the student’s account and debited with each meal or extra item purchase.

If high school students do not have breakfast or lunch money available, they may charge up to $16.00 (approximately the equivalent of five lunch meals). All meal charges must be repaid the next school day. Should unpaid charges accumulate past the five meal limit, students will be provided with a low-cost meal.

Parents may provide food for their own child’s consumption, but they may not provide food items for other children.

To keep the school clean and neat, certain rules are established. Food and drink will be allowed only in the cafeteria area, not in any academic area, gym, theater, foyer, band hall, etc. For safety reasons, glass containers are not to be brought onto the campus. Students should dispose of all eating utensils, drink cans, paper, etc. in the appropriate place. Chairs are not to be taken out of the Commons/Cafeteria area.

During meals, students are permitted only in designated areas. Students are not allowed to have food delivered to school from commercial establishments.

All foods sold during the school day (defined as midnight to 30 minutes after the last bell) must meet Smart Snack regulations. For more information on Smart Snacks, go to www.squaremeals.org. You may reference our Wellness Policy for district-specific guidance on competitive foods by grade level.

Vending Machines
Students may have access to vending machines on high school each campus, however, vending machines will be turned off during the school day unless the products available meet Smart Snacks requirements. Students are responsible for following the campus regulations regarding vending machines.
Healthy, Hunger-Free Kids Act
The Healthy, Hunger-Free Kids Act sets standards for school meals and aims to create healthier meals for kids across the nation. The goal is to build a healthy future for kids by making school meals as nutritious as possible. Some of the guidelines include:

- Offering both fruits and vegetables every day
- Serving whole grain foods (breads, rolls, brown rice, tortillas, cereals, breading on nuggets, etc.)
- Offering only fat-free and low-fat milk
- Limiting calories and portion sizes based on the age of the children
- Reducing sodium, saturated fat, and trans fats

The meal pattern consists of five components – Meat/meat alternate, grain, fruits, vegetables, and milk.

LISD schools follow the “offer vs. serve” program to help decrease food waste and give students a choice at mealtimes. Students may select a minimum of three of the above components and a maximum of five components, but one must be a fruit or vegetable. The only item that is required of all five components is a fruit or a vegetable.

Donations
Donations for student’s negative meal account balances may be made online via edPay. Once donation balances for a specific school reach $200.00, all negative accounts at that campus will be adjusted. If the balance is enough to cover all the negative debt for the specific campus, all negative debt will be removed. If there is not enough in the donation balance to remove all negative debt at a specific campus, the funds will be distributed equally among all negative students.

Textbooks
All textbooks are the property of Leander ISD. The use of these textbooks is the right of every student. This right carries with it the basic responsibility of proper use and good care. A student who is issued a damaged book should report that fact to the teacher. In the event books are lost, new ones cannot be issued until payment has been made. However, a student will be provided textbooks for use at school during the school day.

Payments for lost textbooks are due within three (3) days. Refunds will be given through the close of the last school day of the current school year. After this date the books will become the property of the student.

Lockers
Lockers are school property and remain under the jurisdiction of the school even when assigned to an individual student. If available, students may request and will be assigned a locker to facilitate management of books and belongings. Because students are responsible for their lockers and their contents, students should use only the locker assigned to them, always keep it locked, and keep the combination confidential. The school reserves the right to inspect all lockers. Searches of lockers may be conducted at any time there is reasonable suspicion to do so, whether a student is present or not. School officials may randomly search lockers for articles or materials prohibited by school district policy. Students shall be responsible for any prohibited items found in their lockers. The parent/guardian will be notified if any prohibited items are found in the student’s locker. Therefore, personal locks will not be allowed. The school is not responsible for misplaced, lost, stolen or damaged personal property, or textbooks. No decals, bumper stickers, nameplates, writing, etc. may be applied to lockers.

Students may not change lockers without permission from their assistant principal. Further information regarding responsibility and searches of lockers may be found in Interrogations and Searches.

Hallways
All students must have hall passes signed by an administrator or a teacher in order to be in the halls before school, during class, or during lunch. Passes to leave the classroom may be secured from the classroom teacher. While in the halls, students should keep their voices low so as not to disturb others. Students who wish to be in the hallways before school must be given permission from a teacher and have a hall pass.

Late Arrival
If a student arrives after the start of the school day, he/she must check in with the attendance office (or a designated place) with a note from a parent, doctor, etc.
Permission to Leave Campus

Leander ISD High Schools are closed campuses. Once students arrive, they are not permitted to leave the school campus during the day. This rule is established for the students’ safety. Parents are asked not to call the school to have permits delivered to students. Should an emergency arise, an administrator should be notified. If a student must leave campus before the end of the day, arrangements must be made through a written note from the parent. The note should contain the following information: name of student, grade and ID number, reason for leaving school campus, time the student is to leave school, person to whom the student is to be released, and parent’s signature. All school time used for personal business will be unexcused unless a pre-arranged absence form has been approved by an administrator.

Student Pick-Up Procedures

If parents wish to pick up a student prior to the end of school, parents must come to the attendance office, show their ID, and request their student. They must also sign their student out. Ordinarily, students will be released only to their parents. If the student is to be released to someone else, the student must have a note from the parent stating so. If there are any restrictions prohibiting any individuals from contacting a student, the proper legal documents must be on file at school. Parents are reminded that the curbing in front of the building is restricted from all parking.

Restrooms

Students are encouraged to assume responsibility for proper care and use of the restrooms. These facilities are not for loitering or congregating.

Study Areas

The cafeteria and library are open and available for students to use thirty (30) minutes prior to the beginning of the school day.

Student Special Deliveries

Special deliveries should be approved by the office prior to delivery. Students will be allowed to pick up their delivery at the end of the school day.

Elevator Keys

Procedures for securing elevator keys will vary among the high schools. Please check with the office personnel for the proper procedures in securing elevator keys.

Student Identification Cards

All students will be issued a high school identification (I.D.) Card that they must carry with them during school and to all school functions. The first I.D. card is free and comes as part of the student’s pictures. Students choosing not to purchase pictures should have their pictures taken just for the I.D. card. Those students choosing not to have pictures made at all must pay a $5.00 fee for their cards. Replacement cards cost $5.00. New students enrolling after student picture day will receive their first card free. Students are subject to disciplinary actions for failure to carry their school identification cards.

Student Parking Regulations

Driving a vehicle on campus is a privilege afforded to students. With this privilege comes the responsibility to abide by certain rules and regulations. Students may lose the privilege to drive and park on all school property if the rules and regulations are not observed.

All cars and motorcycles driven to school by students must be registered and parked in the designated student parking areas. The price of parking decals will be announced each school year. The decal must be displayed in the place designated by the administration.

Students, who park on school property without a permit, or those who park in an area not designated for student use, may be subject to disciplinary action. Repeat offenders may have their permit revoked or their vehicle towed at the owner’s expense.

The speed limit on school property is 15 m.p.h. This speed is established for the safety of everyone. Once the student
drives on campus, the student should park and lock the vehicle. Use of vehicles is prohibited until the end of the school day unless permission is received from the assistant principal. Students may lose parking privileges if they leave campus during the day without permission.

A fee will be charged for a replacement permit if the permit is lost or revoked. Students are prohibited from loitering in the parking lot. Students must have written permission from an administrator to enter the parking lot during school hours.

Students are responsible for the security of their vehicles parked on school property. Students shall not place, keep or maintain any article or material that is prohibited by district policy in a vehicle parked on school property. Vehicles parked on school property may be searched by school officials if there is reasonable suspicion to believe the vehicle contains articles or materials prohibited by district policy. Students shall be responsible for any prohibited items found in vehicles parked on school property. (See "Interrogations and Searches.") Driving/parking violations will result in loss of driving privileges, fines, and/or other disciplinary consequences. Student must have a pass from an administrator to be in the parking lot during school hours.

Facilities Used 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 during activities held before or after school on District premises, such as play rehearsal, club meetings, athletic practice, 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 additional applicable expectations established by the sponsor.

Questions, Concerns, Complaints
All questions, concerns, or complaints should be addressed to the staff member involved in the issue, i.e. teacher, counselor, coach, etc. If the issue is not resolved at this level, then the student/parent should contact the assistant principal who works with the student. If the assistant principal cannot resolve the issue, the student/parent should contact the campus principal. If the issue involves the assistant principal, the campus principal should be contacted. Student Support Services may be contacted if the student/parent does not get resolution of the issue after meeting with the campus principal.

If the informal meetings fail to reach the outcome requested by the student or parent, the student or parent may initiate the formal process by timely filing a written complaint (board policy FNG). Formal Level I parent/student grievances should be directed to the campus Principal and Student Support Services. During this process, the complaint will be thoroughly reviewed and researched.

If the parent/student needs are not met following a level I grievance, then a level II grievance can be filed. Should the results at level II not satisfy the parent/student, a level III grievance may be filed and referred to the Superintendent and Board of Trustees.

Below you will find additional information regarding the grievance process.
1. Parent/student complaints and concerns should be addressed in accordance with Policy FNG (LOCAL). A copy of the policy may be obtained from an administrator’s office or found on the Leander ISD website at www.leanderisd.org.
2. A student and/or parent with a complaint regarding possible discrimination based on sex, in any school program, should contact Bryan Miller, Title IX coordinator.
3. A complaint or concern regarding a student with disabilities or about the District’s programs and services available to the student, should contact Kendra Winans.
Harassment

Harassment will not be tolerated by the District. Students are expected to treat other students and District employees with courtesy and respect; to avoid any behaviors known to be offensive; and to stop these behaviors when asked or told to stop. A substantiated complaint against a student will result in appropriate disciplinary action, according to the nature of the offense and the Student Code of Conduct.

The District encourages parental and student support in its efforts to address and prevent harassment in any form in the public schools. Students and/or parents are encouraged to discuss their questions or concerns about the expectations in this area with a teacher, counselor, principal or designee, or the office of Student Support Services, 512-570-0150.

Harassment on the Basis of Race, Color, Religion, National Origin, Sex, Sexual Orientation, or Disability

Students must not engage in harassment behaviors motivated by race, color, religion, national origin, or disability directed toward another student. A student who believes he or she has been harassed by another student or by a District employee is encouraged to report the incident to any campus administrator or staff member. The allegations will be investigated and addressed.

The student or a parent may appeal the decision of the principal regarding the outcome of the investigation in accordance with policy FNG (LOCAL). Also see policy FNG (EXHIBIT).

Sexual Harassment/Sexual Abuse

Students must not engage in unwanted and unwelcome verbal or physical conduct of a sexual nature directed toward another student or a District employee. This prohibition applies whether the conduct is by word, gesture, or any other sexual conduct, including requests for sexual favors. All students are expected to treat other students and District employees with courtesy and respect, to avoid any behaviors known to be offensive, and to stop these behaviors when asked or told to stop.

The District will notify the parents of all students involved in sexual harassment by student(s) when the allegations are not minor and will notify parents of any incident of sexual harassment or sexual abuse by an employee. To the greatest extent possible, complaints will be treated as confidential. Limited disclosure may be necessary to complete a thorough investigation.

A complaint alleging sexual harassment by another student or sexual harassment or sexual abuse by a staff member may be presented by a student and/or parent in a conference with the principal or designee or with the Title IX coordinator, Bryan Miller, 512-570-0150.

The student or parent may appeal the decision regarding the outcome of the investigation in accordance with policy FFH (LOCAL).

Parent/Teacher Conferences

The school encourages communication through parent/teacher conferences. The District encourages a student or parent who wants information or wants to raise a question or concern to confer with the appropriate teacher, counselor, or principal. A parent who wishes to confer with a teacher may call the teacher for an appointment during the teacher's conference period or request that the teacher call the parent during a conference period or at another mutually convenient time. Teachers are not permitted to leave their classrooms during instructional time for parent conferences.

Teachers may schedule one or more conferences during each school year with the parents of a student who is not maintaining passing grades or achieving the expected level of performance, who presents problems to the teacher(s), or for any other reason the teacher considers necessary.

Notice of Parent and Student Rights

Family Educational Rights and Privacy Act, 20 U.S.C. Sec.1232g

Both federal and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students certain rights. For purposes of student records, an “eligible” student is one who is 18 or older OR who is
Certain information about District students is considered directory information and will be released to anyone who follows the procedures for requesting the information unless the parent or guardian objects to the release of the directory information about the student. If you do not want Leander ISD to disclose directory information from your child’s education records without your prior written consent, you must notify the District in writing. Leander ISD has designated the following information as directory information: student’s name, address, telephone listing, photograph, honors and awards, received dates of attendance, grade level, most recent school attended/attending, participation in officially recognized activities and sports, and the weight and height of members of athletic teams.

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

- The parents – whether married, separated, or divorced – unless the school is given a copy of a court order terminating parental rights or the right to access a student’s educational records. Federal law requires that, as soon as a student becomes 18 years old or is emancipated by a court, 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.
- District staff members who have what federal law refers to as a “legitimate educational interest” in a student’s records. "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; or investigating or evaluating programs. Such persons would include school officials (such as Board members, the superintendent, administrators, and principals); school staff members (such as teachers, counselors, diagnosticians, and support staff); a person or company with whom the District has contracted to provide a particular service (such as an attorney, auditor, medical consultant, or therapist); a parent or student serving on a school committee; a parent or student assisting a school official or staff in the performance of his or her duties or various governmental agencies.
- Individuals granted access in response to a subpoena or court order.
- A school or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she subsequently enrolls.

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

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

Request to view records can be made at: student.records@leanderisd.org. A parent or (eligible student) may inspect the student’s records during regular school hours. If circumstances effectively prevent a parent (or eligible student) from inspecting the records, the District will make alternate arrangements to review the requested records. The records custodian or designee will respond to a reasonable request for explanation and interpretation of the records.

Copies of student records are available for a fee. Request for copies of student records can be made at student.records@leanderisd.org.

The addresses of the principals’ offices are found at the back of this handbook.

A parent (or eligible student) may inspect the student’s records and request a correction if the records are considered inaccurate or otherwise in violation of the student’s privacy rights. A request to correct a student’s record should be submitted to the principal or 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).

The District’s policy regarding student records found at FL (LOCAL) is available on the District’s website at www.leanderisd.org.
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 the law regarding student records.

**Notification of Rights under FERPA**

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the school receives a request for access.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the [School] to comply with the requirements of FERPA. 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

5. For additional information, please refer to Leander ISD Board Policies FL (Legal) and FL (Local).

**Options and Requirements for Providing Assistance to Students Who Have Learning Difficulties or Who Need or May Need Special Education**

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

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

**Special Education Referrals:**

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

Please note that a request for a special education evaluation may be made verbally and does not need to be in writing. Districts and charter schools must still comply with all federal prior written notice and procedural safeguard requirements and the requirements for identifying, locating, and evaluating children who are suspected of being a child with a disability and in need of special education. However, a verbal request does not require the district or charter school to respond within the 15-school-day timeline.
If the district or charter school decides to evaluate the student, it must complete the student’s initial evaluation and evaluation report no later than 45 school days from the day it receives a parent’s written consent to evaluate the student. However, if the student is absent from school during the evaluation period for three or more school days, the evaluation period will be extended by the number of school days equal to the number of school days that the student is absent.

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

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

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

**Contact Person for Special Education Referrals:**
The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is:
Contact Person: Sandy Kelly-Khan
Phone Number: 512-570-0300

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

**Contact Person for Section 504 Referrals:**
The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is:
Contact Person: Angela Patrick
Phone Number: 512-570-0311

**Additional Information:**
The following websites provide information and resources for students with disabilities and their families.
- [Legal Framework for the Child-Centered Special Education Process](#)
- [Partners Resource Network](#)
- [Special Education Information Center](#)
- [Texas Project First](#)

**Special Education Records**
Personally identifiable information that is maintained to provide educational services to students with disabilities will be destroyed seven years after the student has been dismissed or graduated, unless the parent notifies the District otherwise. Two public notices are made one week apart and at least 30 calendar days prior to the destruction of any records, during which time parents of students with disabilities or adult persons with disabilities may notify the District should they want records to be maintained.

**Student Rights, Safety and Discipline**
*Protection of Student Rights under 20 U.S.C. Sec.1232h*

**Suicide Prevention and Early Mental Health Intervention**
Leander ISD promotes the prevention of suicide through the Comprehensive Guidance Curriculum and through the support for campus activities and groups, such as No Place for Hate, that promote the well-being of our students.
Faculties are provided access to a Gatekeeper Training to recognize signs that may indicate the need for early mental health intervention, as well as a compulsory training based on the ASK about Suicide model. The campus counselor is the liaison for identified students. A student who is referred to a counselor following a report of suicidal ideation is screened by the counselor with a non-medical assessment instrument. Parent contact is made following the screening of any student. Parent involvement is required for any further interventions, which may include contact with the Williamson County Mobile Outreach Team or Travis County Psychiatric Emergency Services.

Parental Rights

- To inspect all instructional materials, textbooks, and other teaching aids used in the classroom of the parent’s child, and to review each test after it has been administered to their child.
- To access of all written records of a school district concerning the parent’s child.
- To request information regarding the professional qualifications of their child’s teachers.
- To inspect a survey created by a third party before the survey is administered or distributed to their child.
- To grant or deny any written request from the district to make a videotape or voice recording of the child. State law, however, permits the school to make a videotape or voice recording without parental permission when it is used for school safety, relates to classroom instruction or a co-curricular or extracurricular activity, or when it relates to media coverage.
- To 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 state flag. The request must be in writing. State law does not allow your child to be excused from participation in the required moment of silence or silent activity that follows.
- To request that your child be excused from reciting a portion of the text of the Declaration of Independence during Celebrate Freedom Week. The request must be in writing. State law requires the recitation as part of social studies classes in grades 3-12 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.

Persistently Dangerous Schools

Any student who attends a school that has been designated as persistently dangerous as determined by the Texas Education Agency, or any student who becomes a victim of a violent criminal offense while in or on the grounds of the public school that the student attends, will be allowed to transfer to another school within the District upon request. See Board Policies FDE (Legal), FDE (Local).

Prior Parental Consent Needed

Students shall not be required to participate in a survey, analysis, or evaluation as part of any program that reveals information concerning the following topics without prior written consent of parents. Parents will be able to inspect such material.

1. Political affiliations or beliefs of the student or the student’s parents.
2. Mental and psychological problems of the student or the student’s family.
3. Sex behavior and attitudes.
4. Illegal, anti-social, self-incriminating, and demeaning behavior.
5. Critical appraisals of other individuals with whom respondents have a close family relationship.

6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers.
7. Religious practices, affiliation, or beliefs of the student and the student’s parent.
8. Income (other than that required to determine a child’s eligibility for participation in a program or for receiving financial assistance under such a program).

Opting Out of Surveys and Activities

Parents have the right to receive notice and opt their child out of:

- Participation in any survey concerning the information listed above,
- School activities involving the collection, disclosure, or use of personal information collected from their child for the purpose of marketing or selling that information,
- Any non-emergency, invasive physical examination or screening as a condition of attendance, administered and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student. Exceptions are hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law.
Student Right to Pray
The school recognizes a student’s right to voluntarily pray or meditate in school in a manner that does not disrupt instruction or other activities of the school. The school will not require, encourage, or coerce a student to engage in or to refrain from such prayer or meditation during any school activity.

Student Religious Expression in Classroom Assignments
Students may express their beliefs about religion in their school assignments to the same extent that non-religious expression is allowed. Assignments should be judged by ordinary academic standards of substance and relevance, and against other legitimate pedagogical criteria identified by the school.

Services for the Homeless
For information regarding Homeless services under the McKinney-Vento Homeless Education Assistance Act, please reference the district website. Lori Traynham, the District Homeless Liaison for Children and Youths, can be reached at 512-570-0310.

Services for Students in Foster Care
For Information regarding Every Student Succeeds Act and the Education of Students in Foster care, please contact Lori Traynham at 512-570-0310.
The information on the following pages is VERY important! Please make certain that you read and understand the Student Code of Conduct section.

If you have difficulty accessing the information in this document because of disability, please contact 512-570-0150.

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 ("Code") is the District’s response to the requirements of Chapter 37 of the Texas Education Code and is subject to change as the result of changes in the law or legislative action.

The Student Code of Conduct provides methods and options for managing students in the classroom and on school grounds, disciplining students, and preventing and intervening in student discipline problems.

The law requires the District to define misconduct that may, or must, result in a range of specific disciplinary consequences including removal from a regular classroom or campus, out-of-school suspension, placement in a disciplinary alternative education program (DAEP), or expulsion from school to a juvenile justice alternative education program (JJAEP).

This Student Code of Conduct has been adopted by Leander ISD’s Board of Trustees and developed with the advice of the District-level committee. This Code provides information to parents and students regarding the standards of conduct, consequences of misconduct, and procedures for administering discipline. It remains in effect during summer school and at all school-related events and activities outside of the school year until an updated version is adopted by the Board becomes effective for the next school year.

In accordance with state law, the Code shall be posted at each school campus or shall be available for review at the office of the campus principal. Additionally, the Code shall be posted on the District’s website @ http://www.leanderisd.org. Parents shall be notified of any conduct violation that may result in a student being suspended, placed in a DAEP, or expelled to a JJAEP.

Because the Student Code of Conduct is adopted by the District's Board of Trustees, it has the force of policy; therefore, in case of conflict between the Code and the student handbook the Code shall prevail.

Please Note: The discipline of all students with disabilities who are eligible for services under federal law (Individuals with Disabilities Act and Section 504 of the Rehabilitation Act of 1973) is subject to the provisions of those laws.
Section I: Ethical Principles/Expected Behaviors

**ETHICAL PRINCIPLES**

The following ten major ethical values form a philosophical basis for ethical judgment and define the moral duties and virtues implicit in ethical behavior. Leander ISD is committed to these principles.

- **Honesty** - a good faith intent to be truthful, accurate, straightforward and fair in all communications.
- **Concern for Others** - concern for the well-being of all those affected by their actions by being caring, considerate, and compassionate.
- **Integrity** - acting in ways that are consistent with core beliefs.
- **Accountability** - be accountable and accept personal responsibility.
- **Promise-Keeper** - trustworthiness by keeping promises and fulfilling commitments.
- **Law Abidance/Civic Duty** - act as responsible citizens and uphold the rule of law.
- **Loyalty** - a special moral responsibility to promote and protect the interest of certain people, organizations or governments.
- **Respect for Others** - honoring the rights of others and treating others with courtesy and decency.
- **Fairness** - making impartial decisions, demonstrating a commitment to justice, correcting mistakes, and refusing to take unfair advantage of others.
- **Pursuit of Excellence** - seek to perform their duties with excellence.

**STANDARDS FOR STUDENT CONDUCT**

In order to promote a positive educational experience for all students, the District expects students to adhere to **seven basic standards for conduct**. Each student is expected to:

- Exercise self-control, self-respect, and self-discipline
- Demonstrate a positive attitude
- Respect the rights and feelings of others
- Respect school property
- Support the learning process
- Adhere to rules
- Promote a safe environment
Section II: School District Authority and Jurisdiction

All students are entitled to enjoy the basic rights of citizenship recognized and protected by law for persons of their age and maturity. District schools shall foster a climate of mutual respect for the rights of others. Each student is expected to respect the rights and privileges of other students, teachers, and District staff. Students shall exercise their rights responsibly, in compliance with rules established for the orderly conduct of the District’s educational mission. The District’s rules of conduct and discipline are established to achieve and maintain order in the school.

**Campus Behavior Coordinator**

As required by law, campuses must designate campus behavior coordinators (CBC’s). The District designates campus assistant principals (or principal if an assistant principal is not available) as the campus behavior coordinators. The CBC’s are responsible for maintaining student discipline. The District maintains a current list of assistant principals serving as CBC’s on the Leander ISD Student Support Services website @ http://www.leanderisd.org.

**Authority and Jurisdiction**

A student, whose behavior shows disrespect for others, including interference with their access to a public education and a safe environment shall be subject to disciplinary action. School rules and the authority of the District to administer discipline apply whenever the interest of the school or District 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:

1. During the regular school day and while the student is going to and from school or a school-sponsored or school-related activity on District transportation;
2. During lunch periods in which students, in select courses, are allowed to leave campus;
3. While the student is in attendance at any school-related activity, regardless of time or location;
4. For any school-related misconduct, regardless of time or location;
5. When retaliation against a school employee, board member, or volunteer occurs or is threatened, regardless of time or location;
6. When a student engages in bullying/cyberbullying as provided by Texas Education Code 37.0832;
7. When criminal mischief is committed on or off school property or at a school-related event;
8. For certain offenses committed within 300 feet of school property as measured from any point on the school’s real property boundary line;
9. For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas;
10. When the student commits a felony, as provided by Texas Education Code 37.006 or 37.0081; and
11. When the student is required to register as a sex offender.

**Expectations for Reporting Offenses/ Crimes**

Anytime someone has information about a student in Leander ISD experiencing any form of mistreatment or about any potential danger to any student or staff member of the school, the expectation is for the information to be reported directly to campus administration. However, if the information is shared with any other staff member, he/she will then report to campus administration.

School administrators shall report crimes as required by law and shall call local law enforcement when an administrator suspects a crime has been committed on campus.

**School Resource Officers (SRO’s)**

To support the safety, security and protection of students, staff, and property, the Board employs school resource officers (SRO’s). In accordance with law, the Board has coordinated with the campus behavior coordinators and other District employees to ensure appropriate law enforcement duties are assigned to security staff. The law enforcement duties of District peace officers are listed in policy CKE(LOCAL). The law enforcement duties of school resource officers are to implement the District’s comprehensive safety programs. All SRO’s shall receive at least the minimum amount of education and training required by law.
QUESTIONING OF STUDENTS AND SEARCHES

To aid in maintaining a safe and secure campus environment, students may, on occasion, be questioned by administrators and other professional personnel (i.e. teachers, nurse, counselor, parking lot attendant, etc.), or law enforcement officials without the presence of a parent or guardian. This is in accordance with District policies FNF and GRA (LOCAL). In addition, students may be asked to provide a written statement to administrators without the presence of or permission from a parent or guardian. When a student’s statement is provided to law enforcement, the officer must sign a form acknowledging the receipt of the statement. If a student is questioned by law enforcement and/or asked to provide a written statement to law enforcement, a reasonable attempt shall be made to notify the student’s parents or guardians in a timely manner. In addition, an administrator will be present at the time of questioning when permitted.

District officials may conduct searches of students, their belongings, and their vehicle in accordance with state and federal law and District policy. Searches of students shall be conducted in reasonable and nondiscriminatory manner. A student’s clothing, personal property, electronic equipment, method of transportation, or school property used by the student (such as lockers or desks) may be searched when there is reasonable suspicion to believe the search shall reveal articles or materials prohibited by the District. Students are responsible for ensuring that any personal property, method of transportation, or school property used by the student does not contain prohibited items. Students may be disciplined for possession of prohibited items discovered during a search. Refer to the District’s Student Handbook, policy FNF(LEGAL), and policy FNF (LOCAL) for more information regarding investigations and searches.

Vehicles parked on school property, desks, purses, electronic equipment and book bags brought into the District or to a District-sponsored event, and lockers assigned to students are under the jurisdiction of the school. Searches of vehicles, desks, purses, electronic equipment or book bags may be conducted at any time there is reasonable suspicion to do so, with or without the presence of the student.

Students have full responsibility for the security of their vehicles and lockers and, therefore, need to make certain they are locked and that the keys/combinations are not given to others. Students shall be held responsible for any prohibited objects or substances, such as alcohol, drugs or weapons that are found in any locations under their control including their cars/lockers. Students shall not place, keep, or maintain any article or material in school-owned lockers that is forbidden by District policy or that would lead school officials to reasonably believe that it would cause a substantial disruption on school property or at a school-sponsored function. Students shall be subject to disciplinary action by the District, as well as referral for criminal prosecution for prohibited objects or substances. School officials may randomly search lockers for articles or materials prohibited by District policy.

To keep the workplace and schools free of drugs and weapons, the District may use specially trained non-aggressive dogs to sniff out and alert to the current presence of concealed prohibited items, illicit substances, and alcohol. This program is implemented in response to drug and alcohol use problems in District schools and to maintain a safe school environment conducive to education. Visits to schools shall be unannounced. The dogs shall be used to sniff the air in vacant classrooms, in vacant common areas, around student lockers, and around vehicles parked on school property. In addition, the dogs may be used to sniff in classrooms, school buses, or other areas under District control after students have been directed to vacate and leave their belongings behind. The dogs shall not be used with students. If a dog alerts to a locker, a vehicle, or an item in a classroom, school bus, or other area under District control, it may be searched by school officials. If a dog alerts on a location under the student’s control, all other locations under the student’s control shall be subject to search. Searches of vehicles shall be conducted as described above. The dog’s official handler or designee shall determine what constitutes a detection or alert by the dog.

The search will be conducted by a school official or by a representative from a governmental agency (i.e. school resource officer or police.)

The District’s policies and Student Code of Conduct provide a range of disciplinary sanctions for
alcohol and drug-related offenses. Students may be referred to appropriate law enforcement officials for criminal prosecution. Procedural requirements for the imposition of suspension and expulsion are set out in the District’s policies.

THREAT ASSESSMENT TEAM

The campus behavior coordinator or other appropriate administrator will work closely with the campus threat assessment team to implement the District’s threat assessment procedures, as required by law, and shall take appropriate disciplinary action in accordance with the Code of Conduct.

TRANSFERS

The District has the right to revoke the transfer of a nonresident student for violating the District’s Code. In addition, the District also has a process for revoking in-District transfers (see campus administrator for details).

UNAUTHORIZED PERSONS

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

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

Appeals regarding refusal of entry or ejection from District property may be filed in accordance with FNG (LOCAL) or GF (LOCAL), as appropriate.

BEHAVIORS, CONSEQUENCES, AND TECHNIQUES

In general, discipline shall be designed to correct the misconduct and to encourage adherence by all students to their responsibilities as citizens of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of discipline management techniques. Disciplinary action shall be correlated to the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, the effect of the misconduct on the school environment, previously tried discipline management techniques, whether a student was reasonably acting in self-defense, and statutory requirements. Because of these factors, discipline for an offense (unless otherwise specified by law) may bring into consideration varying techniques and responses.

The safety of students is a priority and goal for the District. All stakeholders (staff, students, parents and community members) have an obligation to assist the District in creating and maintaining a safe and orderly environment free of bullying, teasing, harassment, violence, weapons, etc. We appreciate all help and support in assisting the District to reach this goal.

The list of prohibited behaviors and possible consequences are listed in the next five (5) sections of the Student Code of Conduct. Those sections are Dress Code, General Misconduct Violations, Placement in a Disciplinary Alternative Education Program, Expulsion, and Procedures.

Please note: In addition to the rules/behaviors listed in this Student Code of Conduct, the District also has campus, classroom, and District transportation rules. These rules may be listed in the other parts of the Student and Parent Handbook, given directly to the students, or posted in classrooms or on District transportation vehicles. These other rules may or may not constitute violations of this Student Code of Conduct.

PARENTAL QUESTIONS, CONCERNS, OR APPEALS

Questions from parents regarding disciplinary measures taken should be addressed to the teacher or campus administration, as appropriate. Appeals or complaints regarding the use of specific discipline management techniques should be addressed in accordance with policy FNG (LOCAL). A copy of this policy may be obtained from the principal's office, the campus behavior coordinators office, the Central Administration Office or through Policy on Line at the following address: www.leanderisd.org.

At the administrator's discretion, consequences shall not be deferred pending the outcome of a grievance.
Section III: Dress Code

DRESS CODE

The District’s dress code is established to help foster a positive and proper learning environment. Appropriate grooming, dignity of appearance, and pride all contribute to a successful learning environment. The dress code provides expectations which model good citizenship, teach grooming and hygiene, instill discipline, prevent disruptions, minimize safety hazards, and teach respect for authority. Everyone has a role to play in helping to create the proper learning environment. The District encourages students, with the supervision of their parents, to maintain high standards of dress, grooming, and personal appearance. Students are expected to use good judgment and to respect themselves as well as others. Parents are asked to ensure that their student(s) is in compliance with the dress code policy for the District.

Campus staff are responsible for enforcing the dress code. Campus administrators have the final authority concerning the propriety of clothing, hairstyles, and jewelry to be worn on school property, at school activities, or any time a student is representing the District. Administrators will use their professional judgment in determining whether attire is inappropriate, distracting, or causes or may be reasonably expected to cause a disruption of or interference with normal school operations.

General Apparel Information of Prohibited Items:
- No clothing, including jewelry or accessories, featuring pictures, emblems, writings, or slogans that are lewd, offensive, risqué, vulgar, obscene, provocative, or conveying hate messages or demeaning messages
- No clothing or grooming causing disruptions to the learning environment or creating a health or other hazard to a student’s safety or the safety of others
- No apparel or accessories depicting tobacco products, alcoholic beverages, drugs or any other dangerous, prohibited, or controlled substance
- No attire identifying, condoning, depicting or promoting a student as part of an unauthorized group, such as a gang For more information about what constitutes a gang, please contact your campus administrator or local law enforcement
- No clothing, footwear, make-up, jewelry or accessories promoting violence, weapons, bombs, illegal acts, or anything that could be construed as provocative, offensive, or could result in a disruption to the learning environment, as determined by the administrators
- No extremes in any type of clothing, footwear, make-up, hair, or jewelry will be permitted
- No pajamas, sleepwear, or house slippers of any kind (except for designated days such as theme or character days, etc.)
- Tennis shoes (rubber sole, closed toe, and heel) are to be worn for safety reasons during Physical Education (P.E.). Shoes such as flip flops, boots, Crocs, sandals, etc. are not permitted during P.E.
- School-sponsored uniforms (athletics, cheerleading, dance teams, ROTC, etc.) are exempt from this dress code. Students who participate in extracurricular activities may be subject to additional standards. The sponsor or coach will distribute additional requirements to participants
- No holes (including manufacturer designed holes) in apparel exposing undergarments or excessive skin or torso
- For health and safety reasons, shoes are to be worn in the building. On special occasions with administrative approval shoes may not be worn.

Pants, Jeans:
- Shorts, skirts, and skorts must be at finger-tip length
- Tights/leggings can only be worn with a dress, skirt, tunic, or shirt which must be at finger-tip length
- Pants, jeans, shorts, skirts, and skorts must be worn at the hip and cover undergarments

Shirts, Blouses, Sweatshirts, Sweaters, Vests, Jackets, Coats:
- No strapless tops, spaghetti-strap tops, backless, halters, off-the-shoulder tops, or shirts with armholes exposing undergarments or excessive skin/torso
- No low necklines (e.g. reveal chest area)
- No see-through or mesh shirts unless worn with an undershirt
• Tops should meet the beltline, and must not reveal undergarments or skin
• No full-length jackets and coats such as those commonly referred to as “trench coats” or “dusters”

Eyewear and Accessories:
• No sunglasses will be visible in building
• No metal-studded collars, choker chains, armbands, wristbands, chains, or other metal-studded accessories are permitted

Headgear:
• No hats, caps, sweatbands, scarves, bandanas, doo-rags, hoods, and other headgear will be worn inside campus buildings without administrative approval

Consequences:
If a student’s dress is out of compliance with the LISD dress code policy, the following consequences may be imposed:
• 1st offense: Correct out-of-code clothing, receive a warning, parent contact
• 2nd offense: Lunch, before or after school D-Hall, parent contact
• 3rd offense: In-School-Suspension (ISS) or Saturday Detention, parent contact

Should a student refuse to comply with directions to correct clothing code violation or to attend Lunch D-Hall or D-Hall, the student will be deemed insubordinate and placed in ISS for at least the remainder of the school day. Repeated offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.
Section IV: General Misconduct Violations

The categories of conduct below are prohibited at school, in vehicles owned or operated by the District, and at all school-related activities, but the list does not include the most severe offenses. In the subsequent sections on out-of-school suspension, DAEP placement, placement and or expulsion for certain offenses, and expulsion, certain offenses that require or permit specific consequences are listed. Any offense, however, may be severe enough to result in removal from the regular education setting as detailed in that section.

Note: Students engaging in the offenses under Section IV shall be processed by the school administration and may also involve being processed by the School Resource Officer (SRO), as permitted by State Law.

Students are prohibited from:

1. Failing to comply with directives and/or accept discipline management techniques given by school personnel (non-compliance and failure to except discipline).
2. Violating school or bus safety rules.
3. Leaving school grounds, class or school-sponsored events without permission.
4. Being tardy, failing to attend, being truant, having unexcused absences.
5. Violating repeatedly other communicated District, campus, or classroom standards of behavior.
6. Distributing and/or posting prohibited materials not in accordance with school procedures.
7. Violating dress code. (See Section III)
8. Violating the school’s rules pertaining to the operation and/or parking of vehicles on school property.

1. Threatening a District student, employee, or volunteer, including off school property if the conduct causes a substantial disruption to the educational environment.
2. Throwing objects that can cause bodily injury or property damage.
3. Directing profanity, vulgar language, or obscene gestures toward other students, District employees or visitors.
4. Fighting, participating in any manner in fight clubs or boxing.
5. Fighting or scuffling that does not result in physical pain, illness, or any impairment of a physical condition.
6. Engaging in horseplay, roughhousing, and other playful behavior that, though not intended to harm, presents a reasonable risk of harm or threatens the safety of others.
7. Participating in hazing.
8. 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.
9. Engaging in bullying or cyberbullying, including intimidation, teasing, name-calling, ethnic or racial slurs, or derogatory statements that school officials have reason to believe shall substantially disrupt the school program or incite violence.
10. Release or threaten to release intimate visual material of a minor or a student who is eighteen years or older without the students’ consent.
11. Engaging in any conduct that constitutes sexual or gender-based harassment or sexual abuse whether the conduct is by word, gesture, or any other sexual conduct, including requests for sexual favors.
12. Engaging in harassment of any kind, including, but not limited to, harassment motivated by race, color, religion, national origin, disability or age directed toward another student or District employee.
13. Engaging in any inappropriate physical or sexual contact.
14. Engaging in inappropriate or indecent exposure of private parts.
15. Making threats, including verbal and written statements, hit lists, mail and e-mail, threats of a graphic nature (drawings, graffiti), and joking about threatening subjects that threaten the safety of another student, a school employee, or school property.
16. Committing simple assault (assault by contact).
17. Participating in consensual hugging, touching, or other displays of affection that are inappropriate.
18. Participating in consensual activities that result in physical alteration or injury to self or of another person’s body (i.e. piercing, tattooing, etc.).
19. Failing to immediately report to a school employee knowledge of a device, object, substance, or event that could cause harm to self or others.
20. Engaging in conduct that constitutes dating violence, including the intentional use of physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control another person in a current or past dating relationship.

BULLYING

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

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;
2. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
3. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
4. Infringes on the rights of the victim at school.

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

The State Law on Bullying prevention applies to:

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

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

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, counselor, principal, or other District employee as soon as possible to obtain assistance and intervention. The administration will 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. The principal may, in response to an identified case of bullying, decide to transfer a student found
MISUSE OF PROPERTY

1. Stealing from students, staff, or the school.
2. Committing or assisting in a robbery or theft that does not constitute a felony according to the Texas Penal Code. (Felony robbery, aggravated robbery, and theft offenses are addressed later in the Student Code of Conduct.)
3. Damaging or vandalizing property owned by others. (For felony criminal mischief see DAEP Placement or Expulsion.)
4. Defacing or damaging school property – including textbooks, lockers, furniture, and other equipment with graffiti or by other means.

POSSSESSION OF PROHIBITED ITEMS

Possessing prohibited items. The District also prohibits students from possessing certain other items without administrative approval while on school property, while using District transportation, or while attending school-sponsored or school-related activities, whether on or off school property.

Prohibited Items Include but are not limited to:

- Radios
- Permanent/Sharpie® Markers
- Correction Fluid
- Clubs or Knuckles
- Laser Pointers
- Lighters, matches, e-cigarettes (vapes), and Tobacco Products
- Pornography and/or materials of a profane, vulgar or obscene nature
- Paintballs and Paintball Guns
- Mace and Pepper Spray
- Sling Shots, Starter Pistols
- Animals
- Aerosol Spray Cans, Spray Paint
- Pacifiers
- Cards/Dice
- Guitars, Harmonicas and other Instruments unless through administrative approval
- All knives, regardless of blade length, Razors, Box Cutters, Chains, Location restricted knives and any hand instrument designed to cut or stab another by being thrown
- Incendiaries, Smoke/Stink Bombs, Fireworks, or any other Pyrotechnic Device,
- Any type of firearm (real or otherwise), Stun, Air, “look alike” Weapons (intended to be used or perceived as a weapon), Tasers, BB Guns, etc.
- Ammunition, shells, bullets, or gun powder
- Poisons, Caustic Acids, or other materials that may be toxic to the human body
- Inline Skates, Roller Shoes

This list is not all inclusive. There may be other items the campus or District administration determines to be disruptive to the educational environment and included as prohibited.

MISUSE OF TECHNOLOGY

2. Recording the voice or image of another without the prior consent of the individuals being recorded, or administrative approval, in any way that disrupts the educational environment or invades the privacy of others.
3. Copying, downloading, reproducing, distributing, retransmitting, redisplaying, or modifying items from the District’s website.
NOTE: We encourage and support the proper use of the various forms of technology. The District IS NOT liable for lost or stolen personal electronic devices (i.e. cell phones, iPods, iPhones, iPads, Kindles, etc.). In addition, the District will not expend resources to recover these items.

MISUSE OF ILLEGAL, PRESCRIPTION, AND/OR OVER THE COUNTER DRUGS

1. Possess, use, give, or sell alcohol or an illegal drug.
2. Possessing, selling, or giving something represented to be drugs, contraband, or related paraphernalia.
3. Violating the District’s regulations on taking or possessing prescription drugs and/or over-the-counter medication; abusing one’s own prescription or giving one’s own prescription to another; being under the influence of another person’s prescription drugs; being under the influence of prescription or over-the-counter drugs that cause impairment of the physical or mental faculties. (See Glossary for “under the influence” in the Parent Handbook).
4. Abusing or sharing/giving/selling vitamins, minerals, or herbal/dietary supplements to other students
5. Possessing, selling, delivering, giving, using or being under the influence of intoxicants or inhalants (i.e. whippets, bath salts or related items listed in number 33).
6. Possessing, selling, delivering, giving, using or being under the influence of look-alike drugs (i.e. K2, spice, or fake marijuana).
7. Possessing, smoking or using tobacco products, cigarettes, e-cigarettes, and any component, part, or accessory for an e-cigarette device.

SAFETY

1. Discharging a fire extinguisher without valid cause.
2. Engaging in any conduct that school officials might reasonably believe will substantially disrupt the school program or incite violence.
3. Behaving in any way that disrupts the school environment or educational process.
4. Making false accusations or perpetrating hoaxes regarding school safety.
5. Engage in verbal (oral or written) exchanges that threaten the safety of another student, a school employee, or school property.
6. Possess published or electronic material that is designated to promote or encourage illegal behavior or that could threaten school safety.

MISCELLANEOUS OFFENSES

1. Engaging in cheating, plagiarism or, copying. This offense may result in possible grade reductions and other consequences as permitted by policy.
2. Bringing skateboards onto the bus. (Students with skateboards in their possession shall not be allowed to get on the bus.)
3. Aiding a student or students in committing prohibited behaviors.
4. Participating in gambling or betting money or other things of value.
5. Falsifying records, passes, or other school-related documents.
6. Certain criminal behavior resulting in the student receiving a ticket or citation, being arrested, or having an arrest warrant issued for himself/herself, regardless of where or when the alleged behavior occurred.
7. Using profane language verbally, written, or any electronic form.

Because of significant variations in student conduct, it is not always possible for the Student Code of Conduct to address each act of student misbehavior. To that end, the District retains discretion to address student misconduct inconsistent with these standards even though the conduct may not be specifically included in the Student Code of Conduct.

STUDENTS WITH DISABILITIES

The discipline of students with disabilities is subject to applicable state and federal law in addition to the Student Code of Conduct. To the extent any conflict exists, the District shall comply with federal law. For more information regarding discipline of students with disabilities, see policy FOF(LEGAL).

In accordance with the Texas Education Code, a student who is enrolled in a special education program may not be disciplined for conduct meeting the definition of bullying, cyberbullying, harassment, or making hit lists until an ARD committee meeting has been held to review the conduct.
In deciding whether to order suspension, DAEP placement, or expulsion, regardless of whether the action is mandatory or discretionary, the District shall take into consideration a disability that substantially impairs the student’s capacity to appreciate the wrongfulness of the student’s conduct.

Discipline shall be designed to improve conduct and to encourage students to adhere to their responsibilities as members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of discipline management techniques, including restorative practices. Discipline shall be correlated to the seriousness of the offense, the student’s age and grade level, the frequency of misbehavior, the student’s attitude, the effect of the misconduct on the school environment, and statutory requirements.

Because of these factors, discipline for a particular offense, including misconduct in a District vehicle owned or operated by the District, unless otherwise specified by law, may bring into consideration varying techniques and responses.

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 principal may restrict or revoke a student’s transportation privileges, in accordance with law.

In deciding whether to order out-of-school suspension, to place in a DAEP or to expel, the District shall take into consideration:

1. Self-defense (see Glossary in the Parent Handbook),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student’s disciplinary history, or
4. A disability that substantially impairs the student’s capacity to appreciate the wrongfulness of the student’s conduct.
5. A student’s status in the conservatorship of the Department of Family and Protective Services, or
6. A student’s status as homeless.

The following discipline management techniques may be used – alone or in combination – for behavior prohibited by the Student Code of Conduct or by campus or classroom rules:

1. Verbal (oral or written) correction.
2. Cooling-off time or a brief “time-out” period, in accordance with law.
3. Seating changes within the classroom or vehicles owned or operated by the District.
4. Temporary confiscation of items that disrupt the educational process.
5. Rewards or demerits.
7. Counseling by teachers, counselors, or administrative personnel.
10. Anger management classes.
11. Mediation (victim-offender).
12. Classroom restorative circles.
13. Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.
14. Detention, including outside regular school hours.
15. Sending the student to the office or other assigned area, or to in-school suspension.
16. Assignment of school duties such as cleaning or picking up litter.
17. Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
18. Penalties identified in individual student organizations’ extracurricular standards of behavior.
19. Restriction or revocation of District transportation privileges.
20. School-assessed and school-administered probation.
21. Out-of-school suspension, as specified in the suspension section of this Code.
22. Placement in a DAEP, as specified in the DAEP section of this Code.
23. Expulsion, as specified in the Expulsion section of this Code.
24. Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the District.
25. Other strategies and consequences as determined by school officials.
26. Students who miss school hours due to dress code violations shall be required to make up the hours in Saturday Clock Hour Class or Before-or-After-School Detention.
27. Restitution or restoration.
28. Dismissal from the extra- or co-curricular activity, office, club, group, or team, and/or referral to the Licensed Chemical Dependency Counselor for counseling, if appropriate. The student may also be required to complete a reinstatement plan.

**PROHIBITED AVERSIVE TECHNIQUES**

Aversive techniques are prohibited for use with students and are defined as techniques or interventions intended to reduce the reoccurrence of a behavior by intentionally inflicting significant physical or emotional discomfort or pain. Aversive techniques include:

1. Using techniques designed or likely to cause physical pain.
2. Using techniques designed or likely to cause physical pain by electric shock or any procedure involving pressure points or joint locks.
3. Directed release of noxious, toxic, or unpleasant spray, mist, or substance near a student’s face.
4. Denying adequate sleep, air, food, water, shelter, bedding, physical comfort, supervision, or access to a restroom facility.
5. Ridiculing or demeaning a student in a manner that adversely affects or endangers the learning or mental health of the student or constitutes verbal abuse.
6. Employing a device, material, or object that immobilizes all four of a student’s extremities, including prone or supine floor restraint.
7. Impairing the student’s breathing, including applying pressure to the student’s torso or neck or placing something in, on, or over the student’s mouth or nose or covering the student’s face.
8. Restricting the student’s circulation.
9. Securing the student to a stationary object while the student is standing or sitting.
10. Inhibiting, reducing, or hindering the student’s ability to communicate.
11. Using chemical restraints.
12. Using time-out in a manner that prevents the student from being able to be involved in and progress appropriately in the required curriculum or any applicable individualized education program (IEP) goals, including isolating the student by the use of physical barriers.
13. Depriving the student of one or more of the student’s senses, unless the technique does not cause the student discomfort or complies with the student’s IEP or behavior intervention plan (BIP).

**OUT-OF-SCHOOL SUSPENSION**

Students may be out-of-school suspended for any behavior listed in the Student Code of Conduct as a general conduct violation, DAEP offense, or expellable offense.

The District shall not use out-of-school suspension for students in grade 2 or below unless the conduct meets the requirements established in law.

A student below grade 3 or a student who is homeless shall not be placed in out-of-school suspension unless, while on school property or while attending a school-sponsored or school-related activity on or off school property, the student engages in:

1. Conduct that contains the elements of a weapons offense, as provided in Texas Penal Code Section 46.02 or 46.05;
2. Conduct that contains the elements of assault, sexual assault, aggravated assault, or aggravated sexual assault, as provided by the Penal Code; or
3. Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of marijuana, an alcoholic beverage, or a controlled substance or
dangerous drug as defined by federal or state law.

The District shall use a positive behavior program as a disciplinary alternative for students below grade 3 who commit general conduct violations instead of suspension or placement in a DAEP. The program shall meet the requirements of law.

In deciding whether to order out-of-school suspension, the District shall take into consideration:

1. Self-defense (see Glossary in the Parent Handbook),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student’s disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the students conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services, or
6. A student’s status as homeless.

The number of days of a student’s out-of-school suspension shall be determined by the appropriate administrator. State law allows a student to be out-of-school suspended for no more than three (3) school days per behavior violation, with no limit on the number of times a student may be suspended in a semester or school year.

Before being out-of-school suspended a student shall have an informal conference with the appropriate administrator, who shall advise the student of the conduct of which he or she is accused. The student shall be given the opportunity to explain his or her version of the incident before the administrator's decision is made.

While on out-of-school suspension, students may not participate in school-sponsored or school-related extracurricular and/or co-curricular activities.

**COURSEWORK DURING SUSPENSION**

The District shall ensure a student receives access to coursework for foundation curriculum courses while the student is placed in in-school or out-of-school suspension, including at least one method of receiving this coursework that doesn’t require the use of the internet. 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.

**NOTIFICATION**

The campus behavior coordinator shall notify a student’s parent by phone or in person of any violation that may result in in-school or out-of-school suspension, placement in a DAEP, placement in a JJAEP, or expulsion. The campus behavior coordinator shall also notify a student’s parent if the student is taken into custody by a law enforcement officer under the disciplinary provisions of the Education Code. A good faith effort shall be made on the day the action was taken to provide to the student for delivery to the student’s parent written notification of the disciplinary action. If the parent has not been reached by telephone or in person by 5:00 p.m. of the first business day after the day the disciplinary action was taken, the campus behavior coordinator shall send written notification by U.S. Mail. If the campus behavior coordinator is not able to provide notice to the parent, the principal or designee shall provide the notice.

Before the principal or appropriate administrator assigns a student under 18 to detention outside regular school hours, notice shall be given to the student’s parent to inform him or her of the reason for the detention and permit arrangements for necessary transportation.

**ROUTINE REFERRAL**

A routine referral occurs when a teacher sends a student to the campus behavior coordinator's office as a discipline management technique. The campus behavior coordinator shall employ alternative discipline management techniques, including progressive interventions. A teacher or administrator may remove a student from class for a behavior that violates this Code to maintain effective discipline in the classroom.
In addition to other discipline management techniques, misconduct may result in removal from the regular educational setting in the form of a routine referral or a formal removal.

**FORMAL REMOVAL**

A teacher or administrator **may** remove a student from class for a behavior that violates this Code to maintain effective discipline in the classroom. A teacher **may** also initiate a formal removal from class if:

1. The student’s behavior has been documented by the teacher as repeatedly interfering with the teacher’s ability to teach his or her class; or
2. The behavior is so unruly, disruptive, or abusive that the teacher cannot teach, and the students in the classroom cannot learn.

A teacher or administrator **must** remove a student from class if the student engages in behavior that under the Texas Education Code requires or permits the student to be placed in a DAEP or expelled.

When removing for those reasons, the procedures in the subsequent sections on DAEP or expulsion shall be followed. Otherwise, within three school days of the formal removal, the appropriate administrator shall schedule a conference with the student’s parent; the student; the teacher who removed the student from class, and any other administrator.

At the conference, the appropriate administrator shall inform the student of the alleged misconduct and the proposed consequences. The student shall have an opportunity to respond to the allegations.

**RETURNING A STUDENT TO THE CLASSROOM**

When a student is removed from the regular classroom by a teacher and a conference is pending, the principal may place the student in:

- Another appropriate classroom.
- In-school suspension.
- Out-of-school suspension.
- A Disciplinary Alternative Education Program (DAEP).

When a student has been formally removed from class by a teacher for conduct against the teacher containing the elements of assault, aggravated assault, sexual assault, aggravated sexual assault, murder, capital murder, or criminal attempt to commit murder or capital murder, the student may not be returned to the teacher’s class without the teacher’s consent.

When a student has been formally removed by a teacher for any other conduct, the student may be returned to the teacher’s class without the teacher’s consent, if the placement review committee determines that the teacher’s class is the best or only alternative available.
Section V: Placement in a Disciplinary Alternative Education Program (DAEP)

LEO

Disciplinary Alternative Education Program (DAEP), exists to provide a highly structured environment for students who commit major offenses or who commit a series of less serious offenses. The intense observation at the LEO Center shall be directed toward correcting the behavior. Students shall be admitted to LEO following a referral by the home campus. Days counted for LEO assigned days, are only days student is actually present at the LEO Center. Parents and students receive specific information regarding to the LEO Center at the time of a placement or an expulsion.

REMOVAL TO DAEP

Part A lists behaviors that may result in such a placement. Part B lists behaviors which, by law, must result in a student’s placement in a Disciplinary Alternative Education Program (DAEP).

For purposes of DAEP, elementary classification shall be kindergarten-grade 5 and secondary classification shall be grades 6-12. An elementary school student may not be placed in a DAEP with a student who is not an elementary school student.

When a student under the age of ten engages in behavior that is expellable behavior, the student shall not be expelled, but shall be placed in a DAEP. A student under age six shall not be placed in a DAEP unless the student commits a federal firearm offense.

Summer programs provided by the District shall serve students assigned to a DAEP in conjunction with other students on a case-by-case basis.

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator shall take into consideration:

1. Self-defense (see Glossary in the Parent Handbook),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student’s disciplinary history,
4. A disability that substantially impairs the student’s capacity to appreciate the wrongfulness of the student’s conduct,
5. A student’s status in the conservatorship of the Department of Family and Protective Services, or
6. A student’s status as homeless.

Note: Students violating the offenses in Section V (Parts A and B) shall receive consequences from the school administrator and may be processed (issued a citation, arrested, etc.) by the School Resource Officer (SRO) or the local police department, as permitted by State Law.

PART A

REASONS FOR DISCRETIONARY DAEP PLACEMENT

Following an investigation and a determination is made that a secondary student committed a discretionary offense, the student shall be placed in a DAEP for a minimum of 30 school days. Depending on age appropriateness and the nature of the offense, elementary students may be placed at a DAEP from one (1) day to six (6) weeks.

SCHOOL-RELATED. A student may be placed in a Disciplinary Alternative Education Program (DAEP) for any of the following misconduct if committed while on school property, within 300 feet of school property as measured from any point on the school’s real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:

1. Possessing, giving, buying, or selling less than a useable number of stems, seeds, or other pieces of marijuana.
2. Possessing, using, selling, buying, or giving paraphernalia (see Glossary in the Parent Handbook) related to any prohibited substance, including but not limited to marijuana, a controlled substance, a dangerous drug, or an alcoholic beverage.
3. Abusing the student’s own prescription drug or using it in a way other than prescribed; giving,
buying, or selling a prescription drug; possessing, using, or being under the influence of another person’s prescription drug.

4. Preparing a hit list.
5. Engaging in serious or persistent misbehavior.
6. Disruptive activities including disorderly conduct.
7. Disruption of classes including disorderly conduct.
8. Assault (no bodily injury) with threat of imminent bodily injury.
9. Assault by offensive or provocative physical conduct.
10. Theft.
11. Weapons or instruments represented as or used as weapons, any form of knuckles or finger armor.
12. Fighting.
14. Transfer from another district’s DAEP.
15. Possession, use or transmittal of something represented to be a prohibited substance or paraphernalia associated with a prohibited substance.
16. Possessing or bringing any type of ammunition.
17. Criminal trespass.
18. Threats. The District takes seriously and shall act upon all threats made (verbal or written) toward the safety of our schools or others.
19. Bullying, cyberbullying, or harassment.
20. Violation of any campus, classroom, District transportation, or Student Code of Conduct rules as listed in Section IV, General Misconduct.

OFF-CAMPUS. A student may be placed in DAEP based on conduct occurring off-campus and not in attendance at a school-sponsored or school-related activity if:

1. 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 under Section 29.03, Penal Code, or those offenses defined in Title 5, Penal Code: and
2. 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.

REGARDLESS OF LOCATION. A student may be placed in DAEP if the student engages in the following misconduct, regardless of whether the conduct occurred on or off campus.

1. If the student is a registered sex offender who is not under any form of court supervision. (A registered sex offender who is not under any form of court supervision shall be placed in regular classes if the student is not a threat to the safety of others, is not detrimental to the educational process and such placement is not contrary to the best interests of the District’s students.)
2. Engages in criminal mischief if not punishable as a felony.
3. Engages in bullying that encourages a student to commit or attempt to commit suicide.
4. Incites violence against a student through group bullying.

Releases or threatens to release intimate visual material of a minor or a student who is eighteen years of age or older without the student’s consent.

PART B

Note: Students violating the offenses in Section V (Parts A and B) shall receive consequences from the school administrator and may be processed (issued a citation, arrested, etc.) by the School Resource Officer (SRO) or the local police department, as permitted by State Law.

REASONS FOR MANDATORY DAEP PLACEMENT

Following an investigation and a determination is made that a secondary student committed a Mandatory offense, the student shall be placed in a DAEP for a minimum of 45 school days. Depending on age appropriateness and the nature of the offense, elementary students may be placed at a DAEP from one (1) day to six (6) weeks.

Offenses in italics and bolded may result in a discretionary expulsion.

SCHOOL-RELATED. A student must be placed in a DAEP for any of the following misconduct if committed while on school property or while attending a school-sponsored or school-related activity on or off school property:
1. Engages in conduct punishable as a felony.
2. Commits an assault with bodily injury under Penal Code 22.01(a)(1).
3. Sells, gives, delivers to another person, possesses, uses, or is under the influence of marijuana, a controlled substance, a dangerous drug, or an alcoholic beverage in any amount not punishable as a felony. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision.
4. Commits a serious act or offense while under the influence of an alcoholic beverage if the conduct is not punishable as a felony.
5. Engages in an offense relating to abusable volatile chemicals.
6. Engages in conduct that contains the elements of the offense of public lewdness.
7. Engages in conduct that contains the elements of the offense of indecent exposure.
8. Possesses or uses a knife with a blade over 3” up to 5 ½ “.
9. Engages in expellable conduct if the student is between six (6) and nine (9) years of age.
10. Engages in a federal firearm offense if the student is six (6) years of age or younger.
11. Engages in deadly conduct.
12. Engages in vandalism to property when conduct is punishable as a felony criminal mischief.

WITHIN 300 FEET. A student must be placed in a DAEP for any of the following misconduct while on or within 300 feet of school property, as measured from any point on the real property boundary line.

1. Commits aggravated assault, sexual assault, or aggravated sexual assault.
3. Commits murder, capital murder, or criminal attempt to commit murder or capital murder.
4. Commits indecency with a child, aggravated kidnapping, manslaughter, criminally negligent homicide, or aggravated robbery.
5. Commits a felony drug- or alcohol-related offense.
6. Uses, exhibits, or possesses a firearm (as defined by state law), a location restricted knife, a club, or prohibited weapon, or possesses a firearm (as defined by federal law).
7. Continuous sexual abuse of a young child or children.
8. Engages in conduct that contains the elements of an offense of harassment against an employee under Penal Code 42.07(a)(1), (2), (3), or (7).

OFF-CAMPUS. A student must be placed in DAEP for engaging in conduct punishable as aggravated robbery or a felony listed under Title 5 of the Texas Penal Code when the conduct occurs off school property and not at a school-sponsored or school-related event and:

1. The student receives deferred prosecution for a Title 5 (see Glossary in the Parent Handbook) felony offense.
2. A court or jury finds the student engaged in delinquent conduct for a Title 5 felony offense.
3. The administrator reasonably believes that the student engaged in a Title 5 felony offense.
4. Committing 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 of a school in another district in Texas.

*Title 5 offenses against a person may include the following, but not limited to:

1. Murder
2. Capital murder
3. Manslaughter
4. Criminally negligent homicide
5. Unlawful restraint
6. Kidnapping
7. Aggravated kidnapping
8. Trafficking of persons
9. Unlawful transport
10. Assault
11. Aggravated assault
12. Sexual assault
13. Aggravated sexual assault
14. Improper relationship between educator & student
15. Indecency with a child
16. Injury to a child, an elderly person, or a disabled person
17. Abandoning or endangering a child
18. Improper photography or visual recording
19. Coercing, soliciting, or inducing gang membership
20. Deadly Conduct
21. Terroristic threat
22. Aiding a person to commit suicide
23. Harassment by a person in a correctional facility
24. Continuous sexual abuse of a young child or children
25. Tampering with a consumer product.

REGARDLESS OF LOCATION. A student must be placed in DAEP if the student engages in the following misconduct, regardless of whether the conduct occurred on or off campus:
1. Engages in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school. (See Glossary in the Parent Handbook)

2. Engages in conduct that contains the elements of the offense of retaliation against any school employee or volunteer on or off school property.

3. Engages in conduct that contains the elements of assault under Penal Code 22.01(a)(1) in retaliation against a school employee or volunteer.

4. Is involved with a public school fraternity, sorority, secret society, or gang, including participating as a member or pledge, or soliciting another person to become a member or pledge.

5. Is involved with a criminal street gang or encourages, solicits, recruits, enables, or causes another to become a member of a criminal street gang.

6. Engages in criminal mischief if punishable as a felony.

7. Is a registered sex offender under court supervision, probation, community supervision, or parole.

8. Breach of computer security.

9. Engages in conduct that contains the elements of one of the following offenses against another student, without regard to where the conduct occurs:
   a. Aggravated assault.
   b. Sexual assault.
   c. Aggravated sexual assault.
   d. Murder.
   e. Capital murder.
   f. Criminal attempt to commit murder or capital murder.
   g. Aggravated robbery.

Students who are:
1. Convicted of continuous sexual abuse of a young child or children; or
2. Convicted, received deferred adjudication or deferred prosecution, been found to have engaged in delinquent conduct or conduct in need of supervision, or been placed on probation for either sexual assault or aggravated sexual assault against another student assigned to the same campus at the time the offense occurred;

Shall be placed in DAEP (or JJAEP as appropriate) on the request of the victim’s parents if the victim student does not wish to transfer, and there is only one campus serving that grade level. Placement in this circumstance may be for any length of time considered necessary.
PART A
REASONS FOR DISCRETIONARY EXPULSIONS

Note: Students committing any of the offenses under Section VI shall receive consequences from the school administrator and may be processed (issued a citation, arrested, etc.) by the School Resource Officer (SRO) or the police department, as permitted by State Law.

In deciding whether to expel a student, regardless of whether the action is mandatory or discretionary, the District shall take into consideration:

2. Intent or lack of intent at the time the student engaged in the conduct, and
3. The student’s disciplinary history.
4. A disability that substantially impairs the student’s capacity to appreciate the wrongfulness of the students conduct.
5. A student’s status in the conservatorship of the Department of Family and Protective Services, or
6. A student’s status as homeless.

A student may be expelled for engaging in documented serious misbehavior that violates the District’s Student Code of Conduct, despite documented behavioral interventions while placed in a DAEP. For purposes of discretionay expulsion from a DAEP, serious misbehavior means:

a. Deliberate violent behavior that poses a direct threat to the health or safety of others;
b. Extortion, meaning the gaining of money or other property by force or threat;
c. Conduct that constitutes coercion, as defined by Texas Penal Code Section 1.07; or
d. Conduct that constitutes the offense of:
   - Public lewdness under Texas Penal Code Section 21.07;
   - Indecent exposure under Texas Penal Code Section 21.08;
   - Criminal mischief under Texas Penal Code Section 28.03;
   - Personal hazing under Texas Penal Code Section 37.152; or
   - Harassment under Texas Penal Code Section 42.07(a)(1) of a student or District employee.

OFF-CAMPUS. A student may be expelled for engaging in the following misconduct while off-campus and not in attendance at a school-sponsored or school-related activity:

In accordance with the Texas Education Code 37.0081, after an opportunity for a hearing before the Board or its designee, a student may be expelled if:

1. The student receives deferred prosecution for conduct defined as a felony offense in Title 5 of the Texas Penal Code;
2. The student has been found by a court of law to have engaged in delinquent conduct for conduct defined as a felony offense in Title 5 of the Texas Penal Code;
3. Is charged with engaging in conduct defined as a felony offense in Title 5; Penal Code;
4. Has been referred to a juvenile court for allegedly engaging in delinquent conduct under Section 54.03, Family Code, or for conduct defined as a felony offense in Title 5, Penal Code;
5. Has received probation or deferred adjudication for a felony offense under Title 5, Penal Code;
6. Has been convicted of a felony offense under Title 5, Penal Code; or
7. Has been arrested for or charged with a felony offense under Title 5, Penal Code.

The Board or the Board’s designee must determine that the student’s presence in the classroom:

1. Threatens the safety of other students or teacher;
2. Shall be detrimental to the educational process; or
3. Is not in the best interest of the District’s students.

A student's expulsion as a result of receiving deferred prosecution or delinquent conduct, as described above, may occur regardless of:

1. The date on which the student’s conduct occurred;
2. The location at which the conduct occurred;
PART B

REASONS FOR MANDATORY EXPULSIONS

1. Whether the conduct occurred while the student was enrolled in the District, or
2. Whether the student has successfully completed any court disposition requirements imposed in connection with the conduct.

REGARDLESS OF LOCATION. A student may be expelled if the student engages in the following misconduct, regardless of whether the conduct occurred on or off campus.

1. Engages in conduct that contains the elements of assault under Texas Penal Code Section 22.01(a)(1) against an employee or a volunteer.
2. Engages in bullying that encourages a student to commit or attempt to commit suicide.
3. Incites violence against a student through group bullying.

REGARDLESS OF LOCATION. A student may be expelled if the student engages in the following misconduct, regardless of whether the conduct occurred on or off campus.

1. Engages in conduct that contains the elements of assault under Texas Penal Code Section 22.01(a)(1) against an employee or a volunteer.
2. Engages in bullying that encourages a student to commit or attempt to commit suicide.
3. Incites violence against a student through group bullying.
4. Releases or threatens to release intimate visual material of a minor or a student who is eighteen years of age or older without the student’s consent.

A student must be expelled for any of the following offenses if committed on school property or while attending a school-sponsored or school-related activity on or off school property:

1. A firearm violation, as defined by federal law.
   Firearm under federal law includes:
   a. Any weapon (including a starter gun), which shall or is designed to or which may readily be converted to expel a projectile by the action of an explosive.
   b. The frame or receiver of any such weapon.
   c. Any firearm muffler or firearm weapon.
   d. Any destructive device, such as any explosive, incendiary, or poison gas bomb, or grenade.

2. Use, exhibition, or possession of the following, under the Texas Penal Code:
   a. A firearm (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), unless the use, exhibition, or possession of the firearm occurs at an off-campus approved target range facility while participating in or preparing for a school-sponsored shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife Department or a shooting sports sanctioning organization working with the department.
   b. A location restricted knife, defined by Texas State Law as a knife with a blade over 5 ½ inches.
   c. A club such as an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, including a blackjack, nightstick, mace, and tomahawk.
   d. A prohibited weapon, such as an explosive weapon, a machinegun, a short-barrel firearm, a firearm silencer, knuckles, armor-piercing ammunition, a chemical dispensing device, a zip gun, or a tire deflation device. (See Glossary in the Parent Handbook).

3. Behavior containing the elements of the following under the Texas Penal Code:
   a. Aggravated assault, sexual assault, or aggravated sexual assault.
   b. Arson.
   c. Murder, capital murder, or criminal attempt to commit murder.
   d. Indecency with a child.
   e. Aggravated kidnapping.
   f. Aggravated robbery.
   g. Manslaughter.
   h. Criminally negligent homicide.
   i. Behavior punishable as a felony that involves selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, a dangerous drug, or alcohol; or committing a serious act or offense while under the influence of alcohol.
   j. Continuous sexual abuse of a young child or children.

REGARDLESS OF LOCATION. A student must be expelled if the student engages in the following misconduct, regardless of whether the conduct occurred on or off campus:

Engaging in retaliation against a school employee or volunteer combined with one of the above-listed mandatory expellable offenses.
Placement and/or Expulsion for Certain Offenses

Registered Sex Offenders

NOTIFICATION
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 JJAEP placement.

If the student is under any form of court supervision, including probation, community supervision, or parole, the placement shall be in either DAEP or JJAEP for at least one semester.

If the student is not under any form of court supervision, the placement may be in DAEP or JJAEP for one semester or the placement may be in a regular classroom. The placement may not be in the regular classroom if the Board or its designee determines that the student's presence:

1. Threatens the safety of other students or teachers.
2. Shall be detrimental to the educational process, or
3. Is not in the best interests of the District’s students.

REVIEW COMMITTEE
At the end of the first semester of a student’s placement in an alternative educational setting 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 shall recommend whether the student should return to the regular classroom or remain in the placement. Absent a special finding, the Board or its designee 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.

NEWLY ENROLLED STUDENT
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 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. Any decision of the board or its designee under this section is final and may not be appealed.

CERTAIN FELONIES
Regardless of whether placement or expulsion is required or permitted by one of the reasons in the DAEP Placement or Expulsion sections, in accordance with Education Code 37.0081, a student may be expelled and placed in either 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 5 (see Glossary in the Parent Handbook) of the Texas Penal Code. The student must:

1. Have received deferred prosecution for conduct defined as aggravated robbery or a Title 5 felony offense;
2. Have been found by a court or jury to have engaged in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense;
3. Have been charged with engaging in conduct defined as aggravated robbery or a Title 5 felony offense;
4. Have been referred to a juvenile court for allegedly engaging in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense; or
5. Have received probation or deferred adjudication or have been arrested for, charged with, or convicted of aggravated robbery or a Title 5 felony offense.
The District may expel the student and order placement under these circumstances regardless of:

1. The date on which the student’s conduct occurred,
2. The location at which the conduct occurred,
3. 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.

**HEARINGS 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’s presence in the regular classroom:

1. Threatens the safety of other students or teachers,
2. Shall be detrimental to the educational process, or
3. Is not in the best interest of the District’s students.

Any decision of the Board or the Board’s designee under this section is final and may not be appealed.

**LENGTH OF PLACEMENT**

The student is subject to the placement until:

1. The student graduates from high school,
2. 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.

**PLACEMENT REVIEW**

A student placed in a DAEP or JJAEP under these circumstances is entitled to a review of his or her status, including academic status, by the campus behavior coordinator or board’s designee at intervals not to exceed 120 days. In the case of a high school student, the student’s progress toward graduation and the student’s graduation plan shall also be reviewed. At the review, the student or the student’s parent shall have the opportunity to present arguments for the student’s return to the regular classroom or campus.

**NEWLY ENROLLED STUDENTS**

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

**REMOVAL TO A DAEP**

If a student was placed in a DAEP for such conduct, on receiving the notice from the prosecutor, the superintendent or designee shall review the student’s placement and schedule a review with the student’s parent not later than the third day after the superintendent or designee receives notice from the prosecutor. The student may not be returned to the regular classroom pending the review.

After reviewing the notice and receiving information from the student’s parent, the superintendent or designee may continue the student’s placement if there is reason to believe that the presence of the student in the regular classroom threatens the safety of other students or teachers.
Section VI: Expulsion

DAEP Placement Procedures

Questions from parents regarding disciplinary measures should be addressed to the teacher, campus administration, or campus behavior coordinator, as appropriate. Appeals or complaints regarding the use of specific discipline management techniques should be addressed in accordance with policy FNG (LOCAL). A copy of this policy may be obtained from the principal’s office or the central administration office or through Policy On Line at the following address: https://pol.tasb.org/Policy/Code/1248?filter=FNG

Student or parent appeals regarding a student’s placement in a DAEP should be addressed in accordance with policy FNG (LOCAL). A copy of this policy may be obtained from the principal’s office or the central administration office or through Policy On Line at the following address: https://pol.tasb.org/Policy/Code/1248?filter=FNG.

The District shall not delay disciplinary consequences pending the outcome of an appeal. The decision to place a student in a DAEP cannot be appealed beyond the Board.

The student or the student’s parent may appeal the superintendent’s or designee’s decision to the Board in accordance with policy FOC (Legal). The student may not be returned to the regular classroom pending the appeal.

A teacher may remove a student from class for an offense listed in Part A. A teacher must remove a student from class for offenses listed in Part B of this Section. The teacher shall write a Code of Conduct Violation Report if a student commits any of the behaviors in Section IV of the Code. Within three (3) school days of receiving the Student Code of Conduct violation report and removal of the student, the principal shall schedule a conference with the student's parent, teacher and the student.

Removals to a DAEP shall be made by a campus administrator. An administrator may remove a student for offenses listed in Part A. An administrator must remove a student for offenses listed in Part B of this Section. The campus administrator shall decide on placement in the Disciplinary Alternative Education Program (DAEP) according to law and local policy. The campus administrator shall schedule a conference with the student’s parent and the student within three (3) school days.

Until a conference can be held as a result of a DAEP offense, a formal teacher removal or campus administrator removal, the campus administrator may suspend or place a student in:

- Another appropriate classroom.
- In-school suspension.
- Out-of-school suspension.
- A Disciplinary Alternative Education Program in which the student must be separate from the other students for the entire school program day and shall be provided instruction in the core subjects. Counseling shall also be provided to the student.

At the conference, a campus administrator shall inform the student, orally or in writing, of the allegation against the student, the reason for the placement, and give the student an opportunity to explain the incident. The administrator shall inform the student of the consequence of the misbehavior and the student’s length of placement in the DAEP. The student may not be returned to the regular classroom pending the conference.

Following valid attempts to contact the parent, the District may hold the conference and make a placement decision regardless of whether the student or the student’s parent attends the conference.

After the conference, if the student is placed in the DAEP, the appropriate administrator shall write a placement order. A copy of the DAEP placement order shall be sent to the student and the student’s parent.
Not later than the second business day after the conference, the Board’s designee shall deliver to
the juvenile court a copy of the placement order and all information required by Section 52.04
of the Family Code (if applicable).

If the student is placed in the DAEP and the length of placement is inconsistent with the guidelines
included in this Code, the placement order shall give notice of the inconsistency.

COURSEWORK NOTICE

The parent or guardian of a student placed in DAEP shall be given written notice of the student’s
opportunity to complete a basic foundation curriculum course for graduation, at no cost to the
student. The notice shall include information regarding all methods available for completing the
coursework.

LENGTH OF PLACEMENT

The duration of a student’s placement in a DAEP shall be determined by the campus administrator.

The duration of a student’s placement shall be determined on a case-by-case basis. DAEP
placement shall be correlated to the seriousness of the offense, the student’s age and grade
level, the frequency of misconduct, the student’s attitude, and statutory requirements.

For a day to count toward the DAEP assignment, the student must be present for the entire day,
arrive on time, complete all assignments, follow all rules, and engage in no additional violations of
the Student Code of Conduct.

The District shall administer the required pre- and post-assessments for students assigned to
DAEP for a period of 90 days or longer in accordance with established District administrative
procedures for administering other diagnostic or benchmark assessments.

Exceeds One Year:
Placement in a DAEP may exceed one year when a review by the District determines that:
1. The student is a threat to the safety of other students or to District employees, or
2. Extended placement is in the best interest of the student.

The statutory limitations on the length of a DAEP placement do not apply to a placement resulting
from the Board’s decision to place a student who engaged in the sexual assault of another student
so that the students are not assigned to the same campus.

Exceeds School Year:
Students who commit offenses requiring placement in a DAEP at the end of one (1) school year
may be required to continue that placement at the start of the next school year to complete the
assigned term of placement.

For placement in a DAEP to extend beyond the end of the school year, the superintendent or
superintendent’s designee must determine that:
1. The student’s presence in the regular classroom or campus presents a danger of physical harm
to the student or others, or
2. The student has engaged in serious or persistent misbehavior (see Glossary in the Parent
Handbook) that violates the District’s Code.

Exceeds 60 Days:
For placement in a DAEP to extend beyond 60 days or the end of the next grading period,
whichever is sooner, a student’s parent shall be given notice and the opportunity to participate in a
proceeding before the superintendent or the superintendent’s designee.

RETURNING STUDENT TO CLASSROOM

When a student has been formally removed from class by a teacher for conduct against the
teacher containing the elements of assault, aggravated assault, sexual assault, aggravated sexual
assault, murder, capital murder, or criminal attempt to commit murder or capital murder, the student
may not be returned to the teacher’s class without the teacher’s consent.

When a student has been formally removed by a teacher for any other conduct, the student may be
returned to the teacher’s class without the teacher’s consent, if the placement review committee
WITHDRAWAL DURING PROCESS

When a student violates the District’s code in a way that requires or permits the student to be placed in a DAEP and the student withdraws from the District before a placement order is completed, the District may complete the proceedings and issue a placement order. If the student then re-enrolls in the District during the same or a subsequent school year, the District may enforce the order at that time, less any period of the placement that has been served by the student during enrollment in another district. If the appropriate administrator or the Board fails to issue a placement order after the student withdraws, the next district in which the student enrolls may complete the proceedings and issue a placement order.

NEWLY ENROLLED STUDENTS

The District shall decide on a case-by-case basis whether to continue the placement of a student who enrolls in the District and was assigned to a DAEP in an open-enrollment charter school or another district, including a district in another state (if the behavior committed is a reason for DAEP placement in the receiving district). The District may place the student in the District’s DAEP or a regular classroom setting.

If the student was placed in a DAEP by a school district in another state for a period that exceeds one year, this District, by state law, shall reduce the period of the placement so that the total placement does not exceed one year. After a review, however, the placement may be extended beyond a year if the District determines that the student is a threat to the safety of other students or employees, or the extended placement is in the best interest of the student.

EXTRA-CURRICULAR AND NON-CURRICULAR RESTRICTIONS

Students placed in DAEP for any mandatory or discretionary reason are not allowed to attend or participate in school-sponsored or school-related extracurricular or co-curricular activities during the period of DAEP placement. This restriction applies until the student fulfills the DAEP assignment at this or another school district.

TRANSPORTATION

The District shall provide transportation to the DAEP for students in a Disciplinary Alternative Education Program. However, if a student placed in the DAEP violates District transportation rules, the student may be denied transportation provided by the District.

A bus driver may refer a student to the principal’s office or campus behavior coordinator’s office to maintain effective discipline on the bus. The principal or campus behavior coordinator must employ additional discipline management techniques, as appropriate, which can include restricting or revoking a student’s bus riding privileges.

EMERGENCY PLACEMENT

A principal or a principal’s designee can order an immediate DAEP placement of a student in accordance with Section 37.019 of the Texas Education Code.

When an emergency placement is necessary because the student’s behavior is so unruly, disruptive, or abusive that it seriously interferes with classroom or school operations, the student shall be given oral notice of the reason for the action. Not later than the tenth day after the date of the placement, the student shall be given the appropriate conference required for assignment to a DAEP.

TRANSITION SERVICES

In accordance with law and District procedures, campus staff shall provide transition services to a student returning to the regular classroom from an alternative education program, including a DAEP. See policy FOCA(LEGAL) for more information.

PARTICIPATING IN GRADUATION

It is within the District’s discretion to deny participation in the graduation ceremony or in other related graduation activities if a student has met all the criteria for graduation and is pending a DAEP placement or is in a DAEP at the end of the school year.

The District has the right to limit a student’s participation in graduation activities for violating the District’s Code.

Participation may include a speaking role, as established by District policy and procedures.
Students eligible to give the opening and closing remarks at graduation shall be notified by the campus principal. Notwithstanding any other eligibility requirements, in order to be considered as an eligible student to give the opening or closing remarks, a student shall not have engaged in any misconduct in violation with the District’s Code resulting in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

The valedictorian and salutatorian may also have speaking roles at graduation. No student shall be eligible to have such a speaking role if he or she engaged in any misconduct in violation of the District’s Code resulting in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

The campus administrator will review a student’s DAEP placement and academic status every 120 calendar days. In the case of a high school student, the student’s progress toward graduation will be reviewed and a graduation plan will be established. At the review, the student or the parent/guardian will have an opportunity to present reasons for the student’s return to the regular classroom or campus. The student may not be returned to the classroom of a teacher who removed the student without that teacher’s consent.

A juvenile court shall notify the District if:

1. Prosecution of the student’s case was refused for lack of prosecutorial merit or insufficient evidence and no formal proceedings, deferred adjudication, or deferred prosecution shall be initiated; or
2. The court or jury found the student not guilty or concluded the student did not engage in delinquent conduct or conduct indicating a need for supervision and the case was dismissed.

On receipt of the official written notice from the juvenile court, the Board’s designee shall review the student’s placement in the DAEP. The student may not be returned to the regular classroom pending the review. The Board’s designee shall schedule a review of the student’s placement with the student’s parent or guardian not later than the third day after the Board’s designee receives notice from the juvenile court.

After reviewing the notice and receiving information from the student’s parent or guardian, the Board’s designee may continue the student’s placement in the DAEP if there is reason to believe that the presence of the student in the regular classroom threatens the safety of other students or teachers.

The student or the student’s parent may appeal the superintendent’s decision to the board. The student may not be returned to the regular classroom pending the appeal. In the case of an appeal, the board shall, at the next scheduled meeting, review the notice from the prosecutor and receive information from the student, the student’s parent, and the superintendent or designee, and confirm or reverse the decision of the superintendent or designee. The board shall make a record of the proceedings.

If the board confirms the decision of the superintendent or designee, the student and the student’s parent may appeal to the Commissioner of Education. The student may not be returned to the regular classroom pending the appeal.

Expulsion Procedures

The following techniques and procedures apply to both Mandatory Expulsion and Discretionary Expulsion.

After providing notice to the student and parent of the hearing, the District may hold the hearing regardless of whether the student or the student’s parent attends.

The Board of trustees delegates to the superintendent or his designee authority to conduct hearings and expel students.
After the due process hearing, if the student is expelled, the Board or its designee shall deliver to the student and the student’s parent a copy of the order expelling the student.

Not later than the second business day after the hearing, the hearing officer shall deliver to the juvenile court a copy of the expulsion order and the information required by Section 52.04 of the Family Code (if applicable).

A student expelled or removed to a DAEP by order of the Board’s designee after the due process hearing may request that the Board review the expulsion or removal decision. The student or parent shall submit a written request to the Board’s designee within ten (10) days from the date of the written decision of the designee. The Board’s designee shall provide the requestor written notice of the date, time, and place of the meeting at which the Board will review the decision.

The Board shall review the record of the due process hearing on the expulsion, and may hear a statement from the student or parent and from the Board’s designee.

In the event of an appeal to the Board, the Board shall base its decision on evidence reflected in the record and any statements made by the parties at the review. The Board shall make and communicate its decision orally at the conclusion of the presentation and after its deliberation.

If the length of the expulsion is inconsistent with the guidelines included in the Student Code of Conduct, the expulsion order shall give notice of the inconsistency. The length of an expulsion shall be correlated to the seriousness of the offense, the student’s age and grade level, the frequency of misbehavior, the student’s attitude, and statutory requirements.

The duration of a student’s expulsion shall be determined on a case-by-case basis. The maximum period of expulsion is one (1) calendar year except as provided below:

An expulsion may not exceed one (1) year unless, after review, the District determines that:
1. The student is a threat to the safety of other students or to District employees, or
2. Extended expulsion is in the best interest of the student.

State and federal law require a student to be expelled from the regular classroom for a period of at least one (1) calendar year for bringing a firearm, as defined by federal law, to school. However, the superintendent or other appropriate administrator may modify the length of the expulsion on a case-by-case basis.

Students who commit offenses that require expulsion during one (1) school year may be expelled into the next school year to complete the term of expulsion.

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

When a student has violated the District’s Code in a way that requires or permits expulsion from the District and the student withdraws from the District before the expulsion hearing takes place, the District may conduct the hearing after sending written notice to the parent and student.

If the student then reenrolls in the District during the same or subsequent school year, the District may enforce the expulsion order at that time, less any expulsion period that has been served by the student during enrollment in another district.

If the appropriate administrator or the Board fails to issue an expulsion order after the student withdraws, the next district in which the student enrolls may complete the proceedings.

If during the expulsion, the student engages in additional conduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the appropriate administrator or the Board may issue an additional disciplinary order as a result of those proceedings.
ACADEMIC CREDIT

No District academic credit shall be earned for work missed during the period of expulsion unless the student is enrolled in a JJAEP or another District-approved program.

NEWLY ENROLLED STUDENT

The District shall continue the expulsion of any newly enrolled student expelled from another Texas school district or open-enrollment charter school until the period of the expulsion is completed.

CONTINUATION OF OTHER DISTRICT’S EXPULSION ORDER

If a student expelled in another state enrolls in the District, the District may continue the expulsion under the terms of the expulsion order, may place the student in a DAEP for the period specified in the order, or may allow the student to attend regular classes if:

1. The out-of-state district provides the District with a copy of the expulsion order, and
2. The offense resulting in the expulsion is also an expellable offense in the District in which the student is enrolling.

If a student is expelled by a district in another state for a period that exceeds one year and the District continues the expulsion or places the student in a DAEP, the District shall reduce the period of the expulsion or DAEP placement so that the entire period does not exceed one (1) year, unless after a review it is determined that:

1. The student is a threat to the safety of other students or District employees, or
2. Extended placement is in the best interest of the student.

DAEP PLACEMENT OF EXPELLED STUDENTS

The District may provide educational services to any expelled student in a DAEP. When a student under the age of ten engages in behavior that is expellable behavior, the student shall not be expelled but shall be place in a DAEP. A student under age six shall not be placed in a DAEP unless the student commits a federal firearm offense.

EMERGENCY EXPULSION

In an emergency, the principal or the principal’s designee may order the immediate removal of a student when people or property is in imminent harm or for any reason for which expulsion may be made on a non-emergency basis.

When an emergency expulsion is necessary to protect persons or property form imminent harm, the student shall be given verbal notice of the reason for the action. Within ten (10) days after the date of the emergency expulsion, the student shall be given appropriate due process required for a student facing expulsion. If emergency expulsion involves a student with disabilities who receives special education services, the term of the student's emergency expulsion is subject to the requirements of federal law.

JUVENILE JUSTICE ALTERNATIVE EDUCATION PROGRAM (JJAEP) PLACEMENT

The Board of Trustees has entered into an agreement with the county juvenile Board outlining the juvenile Board’s responsibilities concerning the establishment and operation of the Juvenile Justice Alternative Education Program (JJAEP). Details of this relationship are defined in agreements.

Based on age appropriateness and the nature of the offense, a student may be expelled to a Juvenile Justice Alternative Education Program from six (6) weeks to one (1) calendar year.

DRUG FREE NOTICE

The District believes that student use of alcohol and illicit drugs is both wrong and harmful. Consequently, the District has established a code of Student Conduct that prohibits the use, sale, possession, and distribution of alcohol and illicit drugs by students on school premises, on a passenger transportation vehicle of the District, or as part of any school activity, regardless of its location. Compliance with this Code of Conduct is mandatory, and students shall be disciplined and may be referred to legal authorities if they are found to have violated this Code of Conduct.

The District’s policies and Student Code of Conduct provide a range of disciplinary sanctions for alcohol and drug-related offenses. Students may be referred to appropriate law enforcement officials for criminal prosecution. Procedural requirements for the imposition of suspension and expulsion are set out in the District's policies.

Depending on the nature and severity of a drug or alcohol-related offense, a student may be required to complete an appropriate rehabilitation program either in lieu of or in addition to other
disciplinary sanctions. The principal or counselor can provide information about rehabilitation and re-entry programs available in the LISD community or within reasonable access of the LISD community.

**SEXUAL ASSAULT AND CAMPUS ASSIGNMENTS**

If a student has been convicted of continuous sexual abuse of a young child or children or convicted of or placed on deferred adjudication for sexual assault or aggravated sexual assault against another student on the same campus, and if the victim’s parent or another person with the authority to act on behalf of the victim requests that the Board transfer the offending student to another campus, the offending student shall be transferred to another campus in the District. If there is no other campus in the District serving the grade level of the offending student, the offending student shall be transferred to a DAEP.

**PARENTAL QUESTIONS, CONCERNS OR APPEALS**

Questions from parents regarding disciplinary measures taken should be addressed to the teacher or campus administration, as appropriate. Appeals or complaints regarding the use of specific discipline management techniques should be addressed in accordance with policy FNG (LOCAL). A copy of this policy may be obtained from the principal’s office, the campus behavior coordinators office, the Central Administration Office or through Policy on Line at the following address: www.leanderisd.org.

At the administrator’s discretion, consequences shall not be deferred pending the outcome of a grievance.

END OF CODE OF CONDUCT
This section provides legal definitions and locally established definitions and is intended to assist in understanding terms related to the Student Code of Conduct and terms found in the Student Handbook.

**ABUSABLE VOLATILE CHEMICALS** are those substances as defined in Texas Health and Safety Code § 485.001.

**ABUSE** is improper or excessive use.

**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 safe-mandated assessment.

**AGGRAVATED ROBBERY** is defined in part by Penal Code 29.03(a) when a person commits robbery and:
1. Causes serious bodily injury to another;
2. Uses or exhibits a deadly weapon; or
3. Causes bodily injury to another person or threatens or places another person in fear of imminent bodily injury or death, if the other person is:
   a. 65 years of age or older; or
   b. A disabled person.

**ALC** or **OLIC BEVERAGES** are those substances as defined in Texas Alcoholic Beverage Code § 1.04.

**ADMISSION, REVIEW, AND DISMISSAL (ARD)** is the 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.

**AMERICAN COLLEGE TEST (ACT)** refers to one of the two (2) 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.

**ARMOR-PIERCING AMMUNITION** is defined by Penal Code 46.01as handgun ammunition that is designed primarily for the purpose of penetrating metal or body armor and to be used primarily in pistols and revolvers or other firearms.

**ARSON** is defined in part by Penal Code 28.02 as
1. A crime that involves starting a fire or causing an explosion with intent to destroy or damage:
   a. Any vegetation, fence, or structure on open-space land; or
   b. Any building, habitation, or vehicle:
      1. Knowing that it is within the limits of an incorporated city or town.
      2. Knowing that it is insured against damage or destruction,
      3. Knowing that it is subject to a mortgage or other security interest,
      4. Knowing that it is located on property belonging to another,
      5. Knowing that it has located within it property belonging to another, or
      6. When the person starting the fire is reckless about whether the burning or explosion shall endanger the life of some individual or the safety of the property of another;
   2. A crime that involves recklessly starting a fire or causing an explosion while manufacturing or attempting to manufacture a controlled substance and the fire or explosion damages any building, habitation, or vehicle; or
   3. A crime that involves intentionally starting a fire or causing an explosion and in so doing:
      a. Recklessly damages or destroys a building belonging to another, or
      b. Recklessly causes another person to suffer bodily injury or death.

**ASSAULT** is defined in part by Penal Code §22.01(a)(1) as intentionally, knowingly, or recklessly causing bodily injury to another; §22.01(a)(2) as intentionally or knowingly threatening an-other with imminent bodily injury; and §22.01(a)(3) as intentionally or knowingly causing physical contact with another that can reasonably be regarded as offensive or provocative.

**ATTENDANCE REVIEW COMMITTEE** is sometimes responsible for reviewing a student’s absences when the student’s attendance drops below 90 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 lost because of absences.
BODILY INJURY any damage to a person’s physical condition including pain or illness.

BREACH OF COMPUTER SECURITY includes knowingly accessing a computer, computer network, or computer system without the effective consent of the owner as defined in Texas Penal Code 33.02, if the conduct involves accessing a computer, computer network, or computer system owned by or operated on behalf of a school district; and the student knowingly alters, damages, or deletes school district property or information; or commits a breach of any other computer, computer network, or computer system.

BULLYING is defined in Section 37.0832 of the Education Code as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:
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;
2. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
3. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
4. Infringes on the rights of the victim at school.

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

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

CHEMICAL DISPENSING DEVICE is defined by Penal Code 46.01 as a device designed, made, or adapted for the purpose of dispensing a substance capable of causing an adverse psychological or physiological effect on a human being. A small chemical dispenser sold commercially for personal protection is not in this category.

CLUB is an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death. A blackjack, nightstick, mace, and tomahawk are in the same category.

CONTROLLED SUBSTANCE means a substance, including a drug, an adulterant, and a diluant, listed in Schedules I through V or Penalty Group 1, 1-A, 2, 2-A, 3, or 4 of the Texas Controlled Substances Act. The term includes the aggregate weight of any mixture, solution, or other substance containing a controlled substance. The term does not include hemp, as defined by Agriculture Code 121.001, or the tetrahydrocannabinols (THC) in hemp.

CRIMINAL STREET GANG is defined by Penal Code 71.01 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.

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

DISTRICT ALTERNATIVE EDUCATION PROGRAM (DAEP) stands for disciplinary alternative education program, a placement for students who have violated certain provisions of the Student Code of Conduct.

DANGEROUS DRUG is defined by Health and Safety Code 483.001 as a device or a drug that is unsafe for self-medication and that is not included in Schedules I through V or Penalty Groups 1 through 4 of the Texas Controlled Substances Act. The term includes a device or drug that federal law prohibits dispensing without prescription or restricts to use by or on the order of a licensed veterinarian.
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 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, as defined by Section 71.0021 of the Family Code.

DEADLY CONDUCT under Penal Code 22.05 occurs when a person recklessly engages in conduct that places another in imminent danger of serious bodily injury, such as knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

DEFERRED ADJUDICATION is an alternative to seeking a conviction in court that may be offered to a juvenile for delinquent conduct or conduct indicating a need for supervision.

DEFERRED PROSECUTION may be offered to a juvenile as an alternative to seeking a conviction in court for delinquent conduct or conduct indicating a need for supervision.

DELINQUENT CONDUCT is conduct that violates either state or federal law and is punishable by imprisonment or confinement in jail. It includes conduct that violates certain juvenile court orders, including probation orders, but does not include violations of traffic laws.

DISCRETIONARY means that something is left to or regulated by a local decision maker.

E-CIGARETTE means an electronic cigarette or any other device that simulates smoking by using a mechanical heating element, battery, or electronic circuit to deliver nicotine or other substances to the individual inhaling from the device. The term includes any device that is manufactured, distributed, or sold as an e-cigarette, e-cigar, or e-pipe or under another product name or description and a component, part, or accessory for the device, regardless of whether the component, part, or accessory is sold separately from the device.

EXPLOSIVE WEAPON is defined by Penal Code 46.01 as any explosive or incendiary bomb, grenade, rocket, or mine and its delivery mechanism that is designed, made, or adapted for the purpose of inflicting serious bodily injury, death, or substantial property damage, or for the principal purpose of causing such a loud report as to cause undue public alarm or terror.

END OF COURSE (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 beginning with students in grade 9 during the 2011-2012 school year. These exams will be given in English I, English II, English III, Algebra I, Geometry, Algebra II, Biology, Chemistry, Physics, World Geography, World History, and United States History.

FALSE ALARM OR REPORT under Penal Code 42.06 occurs when a person knowingly initiates, communicates, or circulates a report of a present, past, or future bombing, fire, offense, or other emergency that he or she knows is false or baseless and that would ordinarily:

1. Cause action by an official or volunteer agency organized to deal with emergencies;
2. Place a person in fear of imminent serious bodily injury; or
3. Prevent or interrupt the occupation of a building, room, or place of assembly.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (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.

FIGHTING is two or more persons engaged in any mutual violent or physically aggressive contact toward each other such as scuffling, pushing, shoving or hitting.

FIREARM is defined by federal law (18 U.S.C. 921(a)) as:

1. Any weapon, including a starter gun, that shall, is designed to, or may readily be converted to expel a projectile by the action of an explosive;
2. The frame or receiver of any such weapon;
3. Any firearm muffler or firearm weapon; or
4. Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.
FIREARM (State Law) is 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.

FIREARM SILENCER is defined by Penal Code 46.01 as any device designed, made, or adapted to muffle the report of a firearm.

GANG is an organization, combination, or association of persons composed wholly or in part of students that:

1. Seeks to perpetuate itself by taking in additional members on the basis of the decision of the membership rather than on the free choice of the individual, or
2. That engages in illegal and/or violent activities. In identifying gangs and associated gang attire, signs, or symbols, the District shall consult with law enforcement authorities.

GRAFFITI includes markings with paint, an indelible pen or marker, or an etching or engraving device on tangible property without the effective consent of the owner. The markings may include inscriptions, slogans, drawings, or paintings.

HARASSMENT includes:

1. Conduct that meets the definition established in district policies DIA(LOCAL) and FFH(LOCAL); or
2. 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 as defined in Section 37.001(b)(2) of the Education Code; or
3. Conduct that is punishable as a crime under Penal Code 42.07, including the following types of conduct if carried out with the intent to harass, annoy, alarm, abuse, torment, or embarrass another:
   a. Initiating communication and, in the course of the communication, making a comment, request, suggestion, or proposal that is obscene, as defined by law;
   b. Threatening, in a manner reasonably likely to alarm the person receiving the threat, to inflict bodily injury on the person or to commit a felony against the person, a member of the person's family or household, or the person’s property;
   c. Conveying, in a manner reasonably likely to alarm the person receiving the report, a false report, which is known by the conveyor to be false, that another person has suffered death or serious bodily injury; and
   d. Sending repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another.

HAZING is defined by Section 37.151 of the Education Code as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, that endangers the mental or physical health or safety of a student directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in an student organization. If the act meets the elements in Education Code 37.151, including:

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

HIT LIST is defined in Section 37.001(b)(3) of the Education Code as a list of people targeted to be harmed, using a firearm, a knife, or any other object to be used with intent to cause bodily harm.

IMPROVISED EXPLOSIVE DEVICE is defined by Penal Code 46.01 as a completed and operational bomb designed to cause serious bodily injury, death, or substantial property damage that is fabricated in an improvised manner using nonmilitary components.

IN SCHOOL SUSPENSION (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.

INDIVIDUALIZED EDUCATION PROGRAM (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.

INDECENT EXPOSURE is defined by Penal Code 21.08 as an offense that occurs when a person exposes the person’s anus or any part of the person’s genitals with intent to arouse or gratify the sexual desire of any person, and is reckless about whether another is present who will be offended or alarmed by the act.

INTIMATE VISUAL MATERIAL is defined by Civil Practices and Remedies Code 98B.001 and Penal Code 21.16 as visual material that depicts a person with the person’s intimate parts exposed or engaged in sexual conduct. “Visual material” means any film, photograph, video tape, negative, or slide of any photographic reproduction or any other physical medium that allows an image to be displayed on a computer or other video screen and any image transmitted to a computer or other video screen.

INTENT is the design, resolve, or determination with which a person acts. Since intent is a state of mind, it is ordinarily proved through inferences drawn from the act and/or circumstances surrounding the act. Intent includes the conscious objective or desire to engage in the conduct or cause the result, an awareness that the conduct is reasonably certain to cause the result, or disregard of a substantial and justifiable risk when there is an awareness that the circumstances exist, or the result shall occur.

KNIFE is a bladed hand instrument that is capable of inflicting serious bodily injury or death by cutting or stabbing.

KNUCKLES is any instrument consisting of finger rings or guards made of a hard substance and designed or adapted for inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

LINGUISTICALLY ACCOMMODATED TEST (LAT) stands for linguistically accommodated testing, which is an assessment process for recent immigrant English language learners who are required to be assessed in certain grades and subjects under the NCLB Act.

LOCATION-RESTRICTED KNIFE is defined by Texas Penal Code 46.01 as a knife with a blade over five and one-half inches.

LOOK ALIKE WEAPON an item that looks like a weapon but is not intended to be used to cause serious bodily injury.

MACHINE GUN as defined by Penal Code 46.01 is any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

MANDATORY means that something is obligatory or required because of an authority.

PARAPHERNALIA is any article or device used or intended for use to inject, ingest, inhale, or otherwise introduce marijuana, a controlled substance, dangerous drug or alcohol into the human body, including but not limited to roach clips, rolling papers, needles, baggies with residue, razor blades, or pipes.

PERSONAL GRADUATION PLAN (PGP) stands for Personal Graduation Plan, which is recommended for all students entering grade 9 and is required by state law for any student in middle school or higher 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.

POSSESSION means to have an item on one’s person or in one’s personal property, including but not limited to clothing, purse, or backpack; a private vehicle used for transportation to or from school or school-related activities, including but not limited to an automobile, truck, motorcycle, or bicycle; telecommunications or electronic devices; or any other school property used by the student, including but not limited to a locker or desk.

PROHIBITED WEAPONS under Penal Code 46.05(a) means:
1. The following items unless registered with the U.S. Bureau of Alcohol, Tobacco, Firearms, and Explosives or otherwise not subject to that registration requirement or unless the item is classified as a curio or relic by the U.S. Department of Justice:
   i. An explosive weapon;
   ii. A machine gun;
iii. A short-barrel firearm;
2. Armor-piercing ammunition;
3. A chemical dispensing device;
4. A zip gun;
5. A tire deflation device;
6. An improvised explosive device; or
7. A firearm silencer, unless classified as a curio or relic by the U.S. Department of Justice or the actor otherwise possesses, manufactures, transports, repairs, or sells the firearm silencer in compliance with federal law.

PUBLIC LEWDNESS is defined by Penal Code 21.07 as an offense that occurs when a person knowingly engages in an act of sexual intercourse, deviate sexual intercourse, or sexual contact in a public place or, if not in a public place, is reckless about whether another is present who will be offended or alarmed by the act.

PUBLIC SCHOOL FRATERNITY, SORORITY, SECRET SOCIETY, OR GANG means an organization composed wholly or in part of students that seeks to perpetuate itself by taking additional members from the students enrolled in school based on a decision of its membership rather than on the free choice of a qualified student. Educational organizations listed in Section 37.121(d) of the Education Code are accepted from this definition.

REASONABLE BELIEF is that which an ordinary person of average intelligence and sound mind would believe. Chapter 37 requires certain disciplinary decisions when the superintendent or designee has a reasonable belief that a student engaged in conduct punishable as a felony offense. In forming such a reasonable belief, the superintendent or designee may use all available information, including the notice of a student’s arrest under Article 15.27 of the Code of Criminal Procedure.

RETALIATION is harming or threatening to harm another: (1) on account of their service as a District employee or volunteer, (2) to prevent or delay another’s service to the District, or (3) because the person intends to report a crime.

SCHOLASTIC APTITUDE TEST (SAT) refers to one of the two (2) 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.

SCHOOL HEALTH ADVISORY COUNCIL (SHAC) is a group of at least five (5) 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.

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.

SELF-DEFENSE is the use of force against another to the degree a person reasonably believes the force is immediately necessary to protect himself or herself. To claim self-defense, the student must (1) be without fault in provoking the encounter and not act as the aggressor, and (2) use the minimum force required to remove himself or herself from immediate danger of harm. Actions that escalate or continue the encounter shall not be considered self-defense. Interactions prior to the encounter shall also be considered.

SERIOUS MISBEHAVIOR means:
1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or
4. Conduct that constitutes the offense of:
   i. Public lewdness under Penal Code 21.07;
   ii. Indecent exposure under Penal Code 21.08;
   iii. Criminal mischief under Penal Code 28.03;
   iv. Hazing under Education Code 37.152; or
   v. Harassment under Penal Code 42.07(a)(1), of a student or district employee.

SERIOUS OR PERSISTENT MISBEHAVIOR includes but is not limited to:
• Behavior that is grounds for permissible expulsion or mandatory DAEP placement.
• Behavior identified by the District as grounds for discretionary DAEP placement.
• Actions or demonstrations that substantially disrupt or materially interfere with school activities.
• Refusal to attempt or complete work as assigned.
• Profanity, vulgar language, or obscene gestures.
• Leaving school grounds without permission.
• Falsification of records, passes, or other school related documents.
• Refusal to accept discipline assigned by the teacher or principal.

SEX OFFENDER is a student required to register as a sex offender under Chapter 62 of the Code of Criminal Procedure for an offense committed on or after September 1, 2007. The term does not include a student who:
1. Is no longer required to register as a sex offender under Chapter 62,
2. Is exempt from registering as a sex offender under Chapter 62, or
3. Receives an early termination of the obligation to register as a sex offender under Chapter 62.

SEXTING is creating an offense for electronic transmission of visual material depicting a minor (any student under the age of 17).

SEXUAL HARASSMENT is unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature that is so severe, persistent, or pervasive that it has the purpose or effect of unreasonably interfering with a student's performance, creates an intimidating, hostile, or offensive educational environment; affects a student’s ability to participate in or benefit from an educational program or activity; otherwise adversely affects the student’s educational opportunities, or is prohibited by District policy FFH or FNC.

SHORT-BARREL FIREARM is defined by Penal Code 46.01 as a rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun that, as altered, has an overall length of less than 26 inches.

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS (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 Alternate 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 Modified is an alternative state-mandated assessment based on modified achievement standards that is administered to eligible students receiving special education services, 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 assessment, 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.

SWITCHBLADE is any knife with a blade that folds, closes, or retracts into the handle or sheath and that opens automatically by pressing a button or other device located on the handle or opens or releases a blade from the handle or sheath by the force of gravity or centrifugal force. It does not include a knife that has a spring, detent, or other mechanism designed to create a bias toward closure and that requires exertion applied to the blade by hand, wrist, or arm to overcome the bias toward closure and open the knife (also known as one-handed openers or assisted openers).

TELECOMMUNICATIONS DEVICE is any type of device that:
1. Emits an audible signal, vibrates, displays a message, or otherwise summons or delivers a communication to the possessor, or
2. Permits the recording, transmission, and/or receipt of messages, voices, images, or information in any format or media, electronic or otherwise. It does not include an amateur radio under control of someone with an amateur radio license.
TERRORISTIC THREAT defined by Penal Code 22.07 as a threat of violence to any person or property with intent to:
1. Cause a reaction of any type by an official or volunteer agency organized to deal with emergencies;
2. Place any person in fear of imminent serious bodily injury;
3. Prevent or interrupt the occupation or use of a building; room, place of assembly, or place to which the public has access; place of employment or occupation; aircraft, automobile, or other form of conveyance; or another public place;
4. Cause impairment or interruption of public communications, public transportation, public water, gas, or power supply or other public services;
5. Place the public or a substantial group of the public in fear of serious bodily injury; or
6. Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the District).

TEXAS ENGLISH LANGUAGE PROFICIENCY ASSESSMENT SYSTEM (TELPAS) 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.

TEXAS VIRTUAL SCHOOL NETWORK (TxVSN), 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.

TIRE DEFLATION DEVICE is defined in part by Penal Code 46.01 as a device, including a caltrop or spike strip, that, when driven over, impedes or stops the movement of a wheeled vehicle by puncturing one or more of the vehicle’s tires.

TITLE 5 FELONIES are those crimes listed in Title 5 of the Penal Code that typically involve injury to a person and may include:
- Murder, manslaughter, or homicide under Sections 19.02, – 05;
- Kidnapping under Section 20.03;
- Trafficking of persons under Section 20A.02;
- Smuggling or continuous smuggling of persons under Sections 20.05 – .06;
- Assault under Section 22.01;
- Aggravated assault under Section 22.02;
- Sexual assault under Section 22.011;
- Aggravated sexual assault under Section 22.021;
- Unlawful restraint under Section 20.02;
- Continuous sexual abuse of a young child or children under Section 21.02;
- Bestiality under Section 21.09;
- Improper relationship between educator and student under Section 21.12;
- Voyeurism under Section 21.17;
- Indecency with a child under Section 21.11;
- Invasive visual recording under Section 21.15;
- Disclosure or promotion of intimate visual material under Section 21.16;
- Sexual coercion under Section 21.18;
- Injury to a child, an elderly person, or a disabled person of any age under Section 22.04;
- Abandoning or endangering a child under Section 22.041;
- Deadly conduct under Section 22.05;
- Terroristic threat under Section 22.07;
- Aiding a person to commit suicide under Section 22.08; and
- Tampering with a consumer product under Section 22.09.

UNDER THE INFLUENCE is when in an employee’s professional judgment, the student does not have the normal use of mental or physical faculties likely attributable to the student’s use of a prohibited substance. Such impairment may be evidenced by the symptoms typically associated with drug or alcohol use or other abnormal or erratic behavior or by the student’s admission. A student “under the influence” need not be legally intoxicated to trigger disciplinary action.

UNIVERSITY INTERSCHOLASTIC LEAGUE (UIL) is the statewide voluntary nonprofit organization that oversees educational extracurricular academic, athletic, and music contests.

USE means with respect to substances, voluntarily injecting, ingesting, inhaling, or otherwise introducing a prohibited substance into the body. With respect to objects or devices, putting into action or service or carrying out an action or purpose with the object or device.

ZIP GUN is defined by Penal Code 46.01 as a device or combination of devices, not originally a firearm, but adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.
Board of Trustees

Trish Bode, President * Grace S. Barber-Jordan, Vice President * Aaron Johnson, Secretary *
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Central Administration

204 W. South St., Leander, TX 78641

Dr. Bruce Gearing, Incoming Superintendent * Matt Smith, Chief of Staff *
Karie Lynn McSpadden, Chief Human Resources Officer * Corey Ryan, Chief Communications Officer

HIGH SCHOOL CAMPUS ADMINISTRATION

Cedar Park High School * 2150 Cypress Creek Road * Cedar Park, TX 78613 * (512) 570-1200 * Colors: Forest Green, Silver, Black * Mascot: Timberwolf * Year Opened: 1998

Glenn High School * 1320 Collaborative Way * Leander, TX 78641 * (512) 570 1405 * Colors: Blue and Orange * Mascot: Grizzly Bear * Year Opened: 2016

Leander High School * 3301 South Bagdad * Leander, TX 78641 * (512) 570-1000 * Colors: Blue, White, Red * Mascot: Lion * Year Opened: 1984

New Hope High School * 401 S. West Drive * Leander, TX 78641 * (512) 570-2200 * Year Opened: 2002

Rouse High School * 1501 County Rd. 271 * Leander, TX 78641 * (512) 570-2000 * Colors: Maroon, Gold, Black * Mascot: Raider * Year Opened: 2008

Vandegrift High School * 9500 McNeil Dr. * Austin, TX 78750 * (512) 570-2300 * Colors: Black and Silver * Mascot: Viper * Year Opened: 2009


Leander Extended Opportunity Center (L.E.O.) * 300 S. West St. * Leander, TX * 512-570-2230 * Year Opened: 1984
Appendix A - Technology Resources Acceptable Use Guidelines

The Leander ISD (LISD) network is defined as LISD’s wired and wireless network infrastructure, servers, computer workstations, mobile technologies, peripherals, applications, databases, online resources, Internet access, email and all other interconnected technologies as they currently exist or become available. This includes any access to the LISD network by LISD-owned or personal devices while on or near school property, in school vehicles and at school-sponsored activities, and includes the use of LISD technology resources via off-campus remote access.

Availability of Access
Access to LISD’s network is a privilege, not a right. Access shall be made available to staff, students and members of the public primarily for instructional and administrative purposes and in accordance with administrative regulations, LISD policy and law.

Monitoring, Restricting and Filtering
Use of the network shall not be considered confidential and may be monitored or restricted at any time by designated staff to ensure appropriate use for instructional or administrative purposes. LISD uses filtering devices and software that block 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.

LISD reserves the right to decrypt staff or student internet traffic as necessary to create a safe and secure environment for students.

Appropriate Use
● You are responsible for the use and protection of any network account assigned to you, including regular password changes in accordance with LISD password requirements and keeping your password private.
● Your account is to be used primarily for educational purposes, but some limited personal use is permitted if it does not unduly burden LISD technology resources or interfere with your educational responsibilities.
● You will always be held responsible for the proper use of LISD technology resources, and LISD may suspend or revoke your access if you violate the rules.
● As applicable, you must comply with LISD’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 LISD records, and campaign laws.
● As applicable, you must protect confidential information concerning LISD employees and students from unauthorized disclosure 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 Use
● Using technology resources for any illegal purpose or in violation of LISD policy.
● Damaging technology resources in any way including:
  ○ Maliciously harming or destroying LISD equipment, materials or data
  ○ Negligence of reasonable care for LISD equipment, materials or data
  ○ Negligence of reasonable security protections on personal devices. For example, not applying security updates and not running anti-virus software on personal computers connected to the LISD network.
● Attempting to circumvent internet content filtering or disabling the filter is prohibited per federal law (Children’s Internet Protection Act).
● Accessing sites not authorized under LISD’s filtering policies.
● Creation of or login by student accounts to any online service not officially approved by LISD.
● Encrypting communications to avoid security review.
● Using any account or login credentials other than your own or sharing your account or login credentials with anyone else.
● Pretending to be someone else when posting, transmitting, or receiving messages.
● Attempting to read, delete, copy, modify, or interfere with another user’s work.
● 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
● Violating others’ intellectual property rights, including uploading, downloading or using copyrighted information without permission from the copyright holder.
● Use of unlicensed software or altering LISD installed software.
● Unauthorized scanning, probing or access of the LISD network. Any attempt to damage or degrade network services. Uploading or creating computer viruses.
● Wasting resources through improper use of LISD’s network, including creating and distributing chain letters, sending spam, 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
  ○ Arranging to physically meet people first met online in non-school related contexts. If a request for such a meeting is received, it should be reported to a teacher or administrator immediately.

Conduct
Employees and students are responsible for appropriate behavior online just as they are in all their personal interactions. Communication with others should always be education-related. The privacy of others should always be respected.

Special Note: Cyberbullying
Cyberbullying is defined as the use of any Internet-connected device for the purpose of bullying, harassing, or intimidating another student. This includes, but may not be limited to: Sending abusive text messages to cell phones, computers or Internet-connected game consoles. Posting abusive comments on someone’s blog or social networking site (e.g., Twitter or Facebook). Creating a social networking site or web page that masquerades as the victim’s personal site and using it to embarrass him or her. Making it appear that the victim is posting malicious comments about friends to isolate him or her from friends. Posting the victim’s personally identifiable information on a site. Sending abusive comments while playing interactive games. Recording and distributing media with the intent to manipulate or embarrass others. Bullying will not be tolerated. Students should notify an instructor of anything inappropriate or that makes them uncomfortable.

Internet Safety
LISD makes every effort to ensure safety and security when using the LISD network including a) preventing unauthorized access, hacking and other unlawful activities, b) restricting unauthorized disclosure, use, and dissemination of personally identifiable information regarding employees or students, c) filtering internet content for employees and students as appropriate and d) educating staff and students about cyber bullying awareness and response, as well as appropriate online behavior.

COPPA (Children’s Online Privacy Protection Act)
Under the provisions of COPPA all commercial websites must get prior consent before children under the age of 13 are permitted to share any personal information about themselves or are permitted to use any interactive communication technologies where they would be able to share personal information with others. This includes chat rooms, email, instant messaging, personal profiles, personal websites, registration forms, and mailing lists. LISD uses a Digital Resource Approval Process to verify COPPA compliance before use of online services by students under 13. Both students in this age group and their teachers will be educated as to the provisions of the law and the Acceptable Use Guidelines.

Students under the age of 13 may not visit any websites that collect personal information unless it is for curricular reasons and is under the direction or supervision of a staff member of LISD. A list of resources used for curriculum and instruction can be found on the LISD website.

Consequences for inappropriate use
Noncompliance with applicable regulations will result in a) suspension of access to LISD technology resources; b) revocation of account; c) disciplinary action consistent with LISD policies and regulations. (See Policy BBI, CQ and DH, Texas Educator Code of Ethics and LISD Student Code of Conduct). Violations of law may result in criminal prosecutions as well as disciplinary action by LISD. Violating any of these rules can result in a disciplinary action ranging from 5 days placement in In School Suspension (ISS) to 45 days placement in Leander Extended Opportunity Center (LEO). The nature of the violation will determine the appropriate disciplinary action on a case-by-case basis. Disciplinary
Disclaimer
LISD’s network is provided on an "as is, as available" basis. LISD does not make any warranties, whether expressed or implied, with respect to any services provided by the network and any information or software contained therein. LISD does not warrant that the functions or services performed by, or that the information or software contained on the network will meet the network user's requirements, or that the network will be uninterrupted or error-free, or that defects will be corrected. Opinions, advice, services, and all other information expressed by network users, information providers, service providers, or other third-party individuals in the network are those of the providers and not LISD. LISD will cooperate fully with local, state, or federal officials in any investigation concerning or relating to misuse of LISD's network.

Disclaimer of Liability
LISD shall not be liable for the users’ inappropriate use of LISD’s network or violations of copyright restrictions, users’ mistakes or negligence, or costs incurred by users whether using LISD-owned or personal devices. LISD shall not be liable for any physical damage, loss or theft of personally owned devices. LISD shall not be responsible for ensuring the accuracy or usability of any information found on the Internet. Oversight of the posting of official LISD, campus, or division/department materials on LISD’s network will be the responsibility of the superintendent, principal, or division/department supervisor or designee. LISD’s network will be used only for administrative and instructional purposes consistent with LISD’s mission and goals.

Personally Owned Device Internet Usage
LISD offers wireless internet access for personally owned devices in our buildings. The LISD guest wireless network operates alongside the primary LISD wireless network used for LISD-owned devices, and allows community members, such as PTA organizations, to gain access to the Internet with any personally owned Wi-Fi devices. This Internet access will be provided with the most protective level of Internet filtering currently deployed for LISD student access. The LISD guest wireless network does not allow access to any LISD resources that are not available from the Internet. LISD employees and students must use their login credentials to attach their personally owned devices to the LISD wireless network and are prohibited from using the guest network.

Upon logging in using a BYOT device staff, students and members of the public will receive Internet filtering appropriate for their credentials. Configuring personal devices to connect to the LISD wireless network is the sole responsibility of the user. LISD does not provide technical support and assistance for personally owned devices.

Because the primary purpose of the LISD network is to provide connectivity for LISD-owned devices, LISD reserves the right to restrict access, bandwidth and content as it deems necessary on the guest wireless network.

Personally Owned Device User Agreement
Each time a personally owned electronic device is used on LISD property or at a LISD sponsored event, the user agrees to the terms listed below:

- LISD reserves the right to monitor and inspect communication data going to and from LISD-WiFi and LISD-Guest networks for safety and security purposes. Such monitoring may be conducted remotely, and without prior notification to the device owner. All searches are done within applicable law and district policy to ensure system security. High level security searches are conducted to help prevent a security breach. Specific searches of employee’s device will be done based on a reasonable suspicion of misconduct and must be approved by the Chief Human Resources Officer. Inspection of student devices is subject to the requirements set forth in the Student Code of Conduct.
- Personally owned devices will only be connected to the network via the LISD guest or LISD wireless access connection. Any attempt to make an unauthorized connection to another LISD wireless network, plug a personally owned device into the LISD physical network (Ethernet), or circumvent any LISD Internet filtering may result in a loss of those individuals’ privileges to bring a personally owned device to LISD facilities, as well as other potential disciplinary actions.
- LISD will not be obligated to supply electrical power access.
- Use of personally owned devices on LISD property or at LISD sponsored events is governed by LISD/campus administration.
- Student use of personally owned devices in the classroom setting will be at the discretion of the classroom teacher.
- Persons connecting computers to the LISD guest or LISD wireless Networks agree to maintain current security updates and anti-malware software on their computers.
- Persons accessing LISD email or any confidential LISD information using a personally owned device agree to prevent unauthorized access to the device by securing it with a password and complying with all LISD required
system security procedures as well as applicable Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act (HIPAA) of 1996 (P.L.104-191) [HIPAA] standards.

- If a computer or portable electronic device, such as a cell phone, is lost, stolen, or disposed of without properly deleting all LISD email or other confidential information, the user must contact the LISD Information Technology Help Desk immediately.
- Employees connecting to the LISD-WiFi network with any personally owned devices agree to adhere to all the provisions of the Personal Use of Electronic Media (Policy DH).
- The guardians of any student bringing personal technology to school agree to be responsible for and to reimburse LISD for any damage that their student may cause arising out of and relating to the use of the wireless network with his/her personally owned device.