



***Parent and Student  
Handbook***

***2016-2017***

## **MISSION**

The mission of Pflugerville Independent School District is to provide quality education with a commitment to excellence by facilitating learning in a safe and nurturing environment.

## **STRATEGIC GOALS**

Goal 1: Each student will be fully prepared to reach his/her potential.

Goal 2: PISD learning communities will provide students with a safe and nurturing school environment.

Goal 3: PISD will attract, develop, and retain world class educators committed to serving each student.

Goal 4: PISD develop and promote positive community relations through effective communication, the involvement of stakeholders, and the establishment of business and community partnerships.

Goal 5: PISD will support the District's vision and mission by supporting operations that are effective, efficient, and accountable.

## **PFLUGERVILLE INDEPENDENT SCHOOL DISTRICT**

<http://www.pflugervilleisd.net>

### **SCHOOL BOARD MEMBERS**

Vernagene Mott	President
Larry Bradley	Vice President
Cynthia Graves, DDS	Secretary
Carol Fletcher, Ph.D	Trustee
Mary Kimmins	Trustee
Renee Mitchell	Trustee
Rob Reyes	Trustee

### **EXECUTIVE LEADERSHIP**

Alex Torrez, Ph.D.	Superintendent of Schools
Troy Galow, Ed.D.	Deputy Superintendent
Kettisha Jones, Ph.D.	Assistant Superintendent of Elementary Schools
Susanna Russell, Ph.D.	Assistant Superintendent of Secondary Schools
Annette Villerot, Ph.D.	Assistant Superintendent of Curriculum and Instruction
Kenneth Adix, Ph.D	Chief Financial Officer
Steve Scheffler	Executive Director of Communications

# **Student Handbook**

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# PREFACE

To Students and Parents:

Welcome to school year 2015-2016. Education is a team effort, and we know that students, parents, teachers, and other staff members all working together can make this a wonderfully successful year for our students.

The Pflugerville ISD Student Handbook is designed to provide a resource for some of the basic information that you and your child will need during the school year. In an effort to make it easier to use, the handbook is divided into two sections:

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

**Section II**—INFORMATION FOR STUDENTS AND PARENTS—organized alphabetically by topic for quick access when searching for information on a specific issue.

Please be aware that the term “the student’s parent” is used to refer to the parent, legal guardian, any person granted some other type of lawful control of the student, or any person who has agreed to assume school-related responsibility for a student.

Both students and parents should become familiar with the Pflugerville ISD *Student Code of Conduct*, which is a document adopted by the Board and intended to promote school safety and an atmosphere for learning. That document may be found as a separate document that is posted on Pflugerville ISD’s web site at [www.pflugervilleisd.net](http://www.pflugervilleisd.net). Go to the Our Schools tab and then to Campus Resources to find information regarding the Student Handbook and the Student Code of Conduct.

The student handbook is designed to be in harmony with Board policy and the *Student Code of Conduct*. Please be aware that the handbook is updated yearly, while policy adoption and revision may occur throughout the year. Changes in policy or other rules that affect student handbook provisions will be made available to students and parents through newsletters and other communications.

In case of conflict between board policy or the *Student Code of Conduct* and any provisions of the student handbook, the provisions of board policy or the *Student Code of Conduct* that were most recently adopted by the board are to be followed.

Various forms, acknowledgements, and notices, including the acknowledgment of receipt of the student handbook, are included in your child’s enrollment packet. Please take time to review these, sign the appropriate pages where necessary, and return the signed pages to the appropriate campus personnel.

If you or your child has questions about any of the material in this handbook, please contact your campus principal.

[See **Obtaining Information and Protecting Student Rights and Directory Information** for more information.]

Please note that references to policy codes are included so that parents can refer to current Board policy. A copy of the district's policy manual is available for review online at [www.pflugervilleisd.net](http://www.pflugervilleisd.net). The district's official policy manual is available for review in the district administration office.

Your child's school will request that you provide contact information, such as your current phone number and e-mail address, in order for the school to communicate items specific to your child, your child's school, or the district. If you consent to receive such information through a landline or wireless phone, please ensure that you notify the school's administration office immediately upon a change in or disconnection of your phone number. The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or e-mail communication, so prompt notification of any change in contact information will be crucial to maintain timely communication with you. Standard messaging rates of your phone carrier may apply. If you have specific requests or needs related to how the district contacts you, please contact your child's principal. Please see **Safety** on page \_\_50\_\_ for information regarding contact with parents during an emergency situation.

## **SECTION I: REQUIRED NOTICES AND INFORMATION FOR PARENTS**

This section of the Student Handbook includes several notices that the district is required to provide to you, as well as other information on topics of particular interest to you as a parent.

### ***STATEMENT OF NONDISCRIMINATION***

In its efforts to promote nondiscrimination, Pflugerville ISD does not discriminate on the basis of race, religion, color, national origin, gender, 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 Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

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

- Title IX Coordinator, for concerns regarding discrimination on the basis of sex: Executive Director of Student Affairs, Freddie McFarland, (512)594-0046.
- Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Coordinator of 504 & Dyslexia Services, Kristie Guerrero-Beavers, at (512) 594-0184.
- All other concerns regarding discrimination: Executive Director of Student Affairs, Freddie McFarland, at (512) 594-0046.

### ***PARENT AND FAMILY ENGAGEMENT***

#### **Working Together**

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

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all of your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child is in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Counseling: Academic Programs.**]

- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, counselor, or principal, please call the school office for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences.**]
- Becoming a school volunteer. For further information, see policy GKG.
- Participating in campus parent organizations.
- Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. For further information, see policies at BQA and BQB, and contact the campus administrator.
- Serving on the School Health Advisory Council, assisting the district in ensuring local community values are reflected in health education instruction. [See policies at BDF, EHAA, FFA, and information in this handbook at **School Health Advisory Council.**]
- Being aware of the schools ongoing bullying and prevention efforts.
- Attending board meetings to learn more about district operations. [See policies at BE and BED for more information.]

## ***PARENTAL RIGHTS***

### **Obtaining Information and Protecting Student Rights**

Your child will not be required to participate without parental consent in any survey, analysis, or evaluation—funded in whole or in part by the U.S. Department of Education—that concerns:

- Political affiliations or beliefs of the student or the student’s parent.
- A district employee will not conduct a psychological examination, test, or treatment without obtaining prior written parent consent unless the examination, test, or treatment is required under state or federal law regarding requirements for special education or by the Texas Education Agency (TEA) for child abuse investigations and reports.
- Sexual behavior or attitudes.
- Illegal, antisocial, self-incriminating, or demeaning behavior.
- Critical appraisals of individuals with whom the student has a close family relationship.
- Relationships privileged under law, such as relationships with lawyers, physicians, and ministers.
- Religious practices, affiliations, or beliefs of the student or parents.
- Income, except when the information is required by law and will be used to determine the student’s eligibility to participate in a special program or to receive financial assistance under such a program.

You will be able to inspect the survey or other instrument and any instructional materials used in connection with such a survey, analysis, or evaluation. [For further information, see policy EF(LEGAL).]

### **Limiting the Display of a Student's Artwork and Projects**

Teacher's may display students' work, which may include personally identifiable student information, in classrooms or elsewhere on campus as recognition of student achievement.

As a parent, if you do not want your child's artwork, special projects, photographs, original videos, voice recordings or other original works to be displayed on the district's Web site, in printed material, by video, in district publications, or by any other method of mass communication, you must notify the principal in writing.

### **Removing a Student from Class for Tutoring or Test Preparation Purposes**

Based on informal evaluations, evaluative data such as grades earned on assignments or tests, or results from diagnostic assessments, a teacher may determine that a student is in need of more targeted assistance in order for the student to achieve mastery in the state-developed essential knowledge and skills. The school will always attempt to provide tutoring and strategies for test-taking in ways that prevent removal from other instruction as much as possible. In accordance with state law and policy EC, the school will not remove a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the school days on which the class is offered, unless the student's parent consents to this removal.

The school may also offer tutorial services, which students whose grades are below 70 will be required to attend.

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

### **Requesting Professional Qualifications of Teachers and Staff**

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

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

You may request information regarding any state or district policy related to your child's participation in assessments required by federal law, state law, or the district.

## **Reviewing Instructional Materials**

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

You are also entitled to request that the school allow your child to take home any instructional materials used by the student. If the school determines that sufficient availability exists to grant the request, the student must return the materials at the beginning of the next school day if requested to do so by the child's teacher.

[Also see **Removing a Student from Human Sexuality Instruction** for additional information.]

## **“Opting Out” of Surveys and Activities**

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

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

## **Inspecting Surveys**

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

## **Accessing Student Records**

You may review your child's student records. These records include:

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

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

[See **Student Records.**]

### **Consent to Video or Audio Record a Student When Not Otherwise Permitted by Law**

State law permits the school to make a video or voice recording without parental permission for the following circumstances:

- When it is to be used for school safety;
- When it relates to classroom instruction or a co-curricular or extracurricular activity; or
- When it relates to media coverage of the school.
- When it relates to the promotion of student safety as provided by law for a student receiving special education services in certain settings.

### **Limiting Electronic Communication with Students by District Employees**

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

An employee described above may also contact a student individually through electronic media to communicate about items such as homework or upcoming tests.

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

### **Consent to Receive Parenting and Paternity Awareness Instruction**

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

### **Removing a Student Temporarily from the Classroom**

You may remove your child temporarily from the classroom if an instructional activity in which your child is scheduled to participate conflicts with your religious or moral beliefs. The removal cannot be for the purpose of avoiding a test and may not extend for an entire



semester. Further, your child must satisfy grade-level and graduation requirements as determined by the school and by the Texas Education Agency.

### **Removing a Student from Human Sexuality Instruction**

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

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

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

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

### **Excusing a Student from Reciting the Pledges to the U.S. and Texas Flags**

As a parent, you may request that your child be excused from participation in the daily recitation of the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. The request must be in writing. State law does not allow your child to be excused from participation in the required minute of silence or silent activity that follows. [See **Pledges of Allegiance and a Minute of Silence** and policy EC(LEGAL).]

### **Excusing a Student from Reciting a Portion of the Declaration of Independence**

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

## **Noncustodial Parent Requesting Notices of Certain Student Misconduct**

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

## **Requesting Transfers for Your Child**

As a parent, you have a right:

- To request the transfer of your child to another classroom or campus if your child has been determined by the Superintendent or designee to have been a victim of bullying as the term is defined by Education Code 37.0832. Transportation is not provided for a transfer to another campus. See the Executive Director of Student Affairs, Freddie McFarland, for more information. [See policy FDB.]
- Consult with district administrators if your child has been determined by the district to have engaged in bullying and the board decides to transfer your child to another campus. Transportation is not provided in this circumstance.  
[See Bullying or policy FDB, and policy FFI.]
- To request the transfer of your child to attend a safe public school in the district if your child attends school at a campus identified by TEA as persistently dangerous or if your child has been a victim of a violent criminal offense while at school or on school grounds. [See policy FDD(LOCAL).]
- To request the transfer of your child to another campus if your child has been the victim of a sexual assault by another student assigned to the same campus, whether that assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault. [See policies FDD(LEGAL) and (LOCAL).]

## **Requesting Classroom Assignment for Multiple Birth Siblings**

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

## **OTHER IMPORTANT INFORMATION FOR PARENTS**

### **School Supports for Students who are Struggling**

#### **Early Childhood Intervention**

When an infant or toddler begins to demonstrate problems with meeting developmental milestones, the IDEA addresses early intervention with the family and the child who may have a disability. With a little assistance early on, a child who is late in meeting developmental goals may sometimes catch up with his or her peers.

In Texas, the Texas Department of Assistive and Rehabilitation Services (DARS) help children under three years of age who have developmental delays. The program is called Early Childhood Intervention (ECI) and provides services for qualifying infants and toddlers and their families. Services include screening and evaluation, programming, service coordination and transition services, as needed. More information about DARS can be found at <http://www.dars.state.tx.us/ecis/index.shtml>.

At least 90 days before a toddler receiving ECI turns three years old, a meeting will be set up to help the family make the transition from ECI services to special education services, if appropriate. Not all children served by the ECI program will qualify for special education services. If the child does qualify, special education services must be made available to the child on his or her third birthday. There is an English and Spanish version of a publication entitled “Beyond ECI” that you can read for more information:

<http://www.dars.state.tx.us/ecis/publications/EnglishHandbook.pdf>

<http://www.dars.state.tx.us/ecis/publications/SpanishHandbook.pdf>

### **How to Get Help for Your School-Aged Child**

If you have concerns about your child’s learning or behavior, the first step is talk to your child’s teacher or the school principal about your concerns. If this step is unsuccessful, you should ask your child’s teacher, principal, or counselor about making a referral to the campus-based student support team, which is a team of teachers and other personnel, who meet to review school-wide data and address any learning or behavioral concerns that students are having. Campus staff or parent/guardians may refer a student for review by this team. This team meets regularly and consults with the general education teachers as well as campus specialists whom may include but is not limited to speech-language pathologists, special education interventionists, ESL teachers, academic interventionists, LSSPs, educational diagnosticians, school counselors, behavioral specialists, and occupational/physical therapists.

It is the goal of the school and these teams to identify struggling learners early in order to improve their educational outcomes. Before a referral for a special education evaluation or Dyslexia evaluation, State law requires that your child be considered for all support services available to all children. These services may include, but are not limited to: tutoring, remedial services, compensatory services, response to scientific research-based intervention, and other academic or behavior support services.

### **Response to Intervention**

The federal No Child Left Behind Act of 2001 (NCLB) and the IDEA directs schools to focus more on helping all children learn by addressing problems earlier. Both laws stress the importance of providing high quality, scientifically-based instruction and interventions, and holding schools accountable for the progress of all students in terms of meeting grade level standards. This approach is called Response to Intervention (RtI), and the goal of the process

is to identify children who are at-risk for not meeting grade-level standards and to intervene early.

Many school districts and campuses have begun implementing activities associated with RtI. The screening process for identifying children who are at-risk may vary from school to school. The basic elements of an RtI approach are: the provision of scientific, research-based instruction and interventions in the general education classroom; monitoring and measurement of student progress in response to the interventions; and use of these measures of student progress to make educational decisions.

The RtI approach includes a multi-leveled system of interventions in which each level (or tier) represents an increasingly intense level of services. Interventions that are provided to a child will be continually adjusted based on progress monitoring until the child is progressing adequately. Children, who do not respond to the initial interventions within a reasonable period of time, as suggested by research, are referred for more intensive interventions. The PISD RtI model has three tiers of interventions.

A school that implements an RtI system still has an obligation to identify students with disabilities. Parents, teachers or anyone else can request a referral at any time regardless of whether the child is receiving interventions through an RtI system. A child does not need to advance through the multi-tiers of the RtI system before a referral is made. In certain circumstances, a student may have progressed through multiple tiers without success. In this situation, a disability should be suspected and a referral must be made. A school may continue RtI interventions that have already been initiated while processing the referral and determining whether or not the child should be evaluated for special education services within required timelines. If a parent makes a referral for a special education evaluation and the school does not suspect a disability or a need for special education services, the school may refuse to evaluate. However, when the school refuses a parent's request for an evaluation, the school must give the parent Prior Written Notice of its refusal to evaluate.

The benefit of an RtI approach mentioned most often is that it enables students to get help promptly within the general education setting. In addition, an RtI approach may potentially reduce the number of children referred for special education services as it helps to differentiate between students whose achievement problems are due to issues such as a lack of prior instruction from students whose problems are due to a disability. More information about RtI can be found at: <http://ritter.tea.state.tx.us/special.ed/rti/> and <http://ritter.tea.state.tx.us/curriculum/RtI/index.html> or the PISD website.

### **Referral for a Full and Individual Evaluation for Special Education Services**

If your child continues to experience difficulty in the general classroom after interventions are provided, school personnel may refer your child for a Full and Individual Evaluation (FIE) for special education services. A referral for an FIE for special education services may be initiated by you, school personnel, or by another person involved in the education or care of your child. If you request an evaluation for special education services and the school determines that an evaluation is not needed, the school must give you prior written notice of its decision not to evaluate your child. The Texas Project First website at: <http://www.texasprojectfirst.org/SEProcessStep.html> provides detailed information and resources regarding the referral process or visit the PISD website.

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education services is Karen Jackson at 512-594-0164.

### **Referral for a Dyslexia Evaluation**

Students enrolling in public schools in Texas shall be assessed for dyslexia and related disorders at appropriate times (TEC §38.003 [a]). The appropriate time depends upon multiple factors including the student's reading performance; reading difficulties; poor response to supplemental, scientifically based reading instruction; teachers' input; and input from the parents or guardians. Additionally, the appropriate time for assessing is early in a student's school career (19 TAC §74.28), **the earlier the better**. While earlier is better, students should be recommended for assessment for dyslexia even if the reading difficulties appear later in a student's school career.

A referral for a dyslexia evaluation is facilitated through a referral to Section 504 and may be initiated by you, school personnel, or by another person involved in the education or care of your child. If you request a dyslexia evaluation and the school determines that an evaluation is not needed, the school must give you prior written notice of its decision not to evaluate your child.

### **Referral for an Evaluation under Section 504**

Section 504 is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance from the U.S. Department of Education (ED). Section 504 provides: "No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance . . . ."

The Section 504 regulations require a school district to provide a "free appropriate public education" (FAPE) to each qualified student with a disability who is in the school district's jurisdiction, regardless of the nature or severity of the disability. Under Section 504, FAPE consists of the provision of regular or special education and related aids and services designed to meet the student's individual educational needs as adequately as the needs of nondisabled students are met. School districts may always use regular education intervention strategies to assist students with difficulties in school. Section 504 requires recipient school districts to refer a student for an evaluation for possible special education or related aids and services or modification to regular education if the student, because of disability, needs or is believed to need such services. A referral for an evaluation under Section 504 may be initiated by you, school personnel, or by another person involved in the education or care of your child. If you request an evaluation and the school determines that an evaluation is not needed, the school must give you prior written notice of its decision not to evaluate your child.

The designated person to contact regarding a referral for evaluation applicable to Section 504 is Kristie Guerrero-Beavers at 512-594-0184.

## **Animals in School**

The District and the School Health Advisory Council (SHAC) recognize that animals can be an effective and valuable teaching aid in the proper setting, but also recognizes the need to ensure a safe and nurturing environment for all students. Therefore, the possibility of allergens or diseases associated with animals requires safeguards to be in place to reduce the risk of infection or injury.

### **Service Animals**

The District will permit the use of an approved service animal for a person with a qualifying disability, as authorized by the Americans with Disabilities Act (ADA). Such use for an employee or student will be reviewed and approved by appropriate District personnel on a case-by-case basis guided by policy FBA (Legal).

### **Pest Management**

As part of our commitment to providing your child with a pest-free learning environment the District may periodically apply pesticides to help manage insects, weeds or pathogens. Pesticide applications are part of our integrated pest management (IPM) program, which relies largely on non-chemical forms of pest control. Pesticide application on District property is made only by trained and licensed technicians. Should you have any questions about the District's pest management program or wish to be notified in advance of pesticides application, you may contract our IPM coordinator; Arthur Carrasco at 512-594-0261.

## **Parents of Students Who Speak a Primary Language Other than English**

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

## **Accommodations for Children of Military Families**

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

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

In addition, absences related to a student visiting with his or her parent related to leave or deployment activities may be excused by the district.

## **Students in the Conservatorship of the State (Foster Care)**

A student who is currently in the conservatorship (custody) of the state and who enrolls in the district after the beginning of the school year will be allowed credit-by-examination opportunities outside the district's established testing windows, and the district will grant proportionate course credit by semester (partial credit) when a student only passes one semester of a two-semester course.

## **Services for Homeless Students and Foster Parents**

For more information on services for homeless students or assistance for foster parents, contact the district's Liaison for Homeless Children and Youths and the district's Liaison for Foster Parents, Vickie Esparza-Gregory, at (512) 594-1953.

## **Students Who Are Homeless**

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

- Proof of residency requirements;
- Immunization requirements;
- Educational program placement, if the student is unable to provide previous academic records, or misses an application deadline during a period of homelessness;
- Credit-by-examination opportunities;
- The award of partial credit (awarding credit proportionately when a student passes only one semester of a two-semester course);
- Eligibility requirements for participation in extracurricular activities; and
- Graduation requirements.

## **Services for Title I Participants**

The Director of Federal and State Programs, Christy Grown, who works with parents of students participating in Title I programs may be contacted at 512-594-0106.

## **Student Records**

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 attending an institution of postsecondary education.

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. Federal law requires that, as soon as a student becomes 18 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.

- Various governmental agencies, including juvenile service providers and Child Protective Services (CPS) casework or other child welfare representatives, in certain cases.
- District school officials who have what federal law refers to as a “legitimate educational interest” in a student’s records. School officials would include trustees and employees, such as the superintendent, administrators, and principals; teachers, school counselors, diagnosticians, and support staff; a person or company with whom the district has contracted or allowed to provide a particular service or function (such as an attorney, consultant, auditor, medical consultant, therapist, or volunteer); a parent or student serving on a school committee; or a parent or student assisting a school official in the performance of his or her duties. “Legitimate educational interest” in a student’s records includes working with the student; considering disciplinary or academic actions, the student’s case, or an individualized education program for a student with disabilities; compiling statistical data; reviewing an educational record to fulfill the official’s professional responsibility; or investigating or evaluating programs.
- Individuals or entities 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.

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

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

Records may be inspected by a parent or eligible student during regular school hours. If circumstances prevent inspection during these hours, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review these records. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records.

The Principals’ office addresses are:

<b>Connally High School</b>	<b>Hendrickson High School</b>	<b>Pflugerville High School</b>	<b>Provan Opportunity Center</b>
13212 N Lamar	2905 FM 685	1301 W Pecan	1401-A West Pecan
Austin, Texas 78753	Pflugerville, Texas 78660	Pflugerville, Texas 78660	Pflugerville, Texas 78660
Phone: (512) 594-0800	Phone: (512) 594-1100	Phone: (512) 594-0500	Phone: (512) 594-3600
Fax: (512) 594-0805	Fax: (512) 594-1105	Fax: (512) 594-0505	Fax: (512) 594-3605

**Cele Middle School**  
 6000 Cele Road  
 Pflugerville, Texas 78660  
 Phone: (512) 594-3000



Fax: (512) 594-3005

**Dessau Middle School**

12900 Dessau Rd  
Austin, Texas 78754  
Phone: (512) 594-2600  
Fax: (512) 594-2605

**Kelly Lane Middle School**

18900 Falcon Pointe Blvd.  
Pflugerville, Texas 78660  
Phone: (512) 594-2800  
Fax: (512) 594-2805

**Park Crest Middle School**

1500 N Railroad Ave  
Pflugerville, Texas 78660  
Phone: (512) 594-2400  
Fax: (512) 594-2405

**Pflugerville Middle School**

1600 W Settlers Valley Drive  
Pflugerville, Texas 78660  
Phone: (512) 594-2000  
Fax: (512) 594-2005

**Westview Middle School**

1805 Scofield Ln.  
Austin, Texas 78727  
Phone: (512) 594-2200  
Fax: (512) 594-2205

**Brookhollow Elementary**

1200 North Railroad Ave  
Pflugerville, Texas 78660  
Phone: (512) 594-5200  
Fax: (512) 594-5205

**Caldwell Elementary**

1718 Picadilly  
Round Rock, Texas 78664  
Phone: (512) 594-6400  
Fax: (512) 594-6405

**Copperfield Elementary**

12135 Thompkins Drive  
Austin, Texas 78753  
Phone: (512) 594-5800  
Fax: (512) 594-5805

**Delco Primary School**

12900-A Dessau Rd  
Austin, Texas 78754  
Phone: (512) 594-6200  
Fax: (512) 594-6205

**Dessau Elementary**

1501 Dessau Ridge Lane  
Pflugerville, Texas 78660  
Phone: (512) 594-4600  
Fax: (512) 594-4605

**Highland Park Elementary**

428 Kingston Lacy Drive  
Pflugerville, Texas 78660  
Phone: (512) 594-6800  
Fax: (512) 594-6805

**Murchison Elementary**

2215 Kelly Lane  
Austin, Texas 78739  
Phone: (512) 594-6000  
Fax: (512) 594-6005

**Northwest Elementary**

14014 Thermal Drive  
Austin, Texas 78728  
Phone: (512) 594-4400  
Fax: (512) 594-4405

**Parmer Lane Elementary**

1806 Parmer Lane  
Austin, Texas 78727  
Phone: (512) 594-4000  
Fax: (512) 594-4005

**Pflugerville Elementary**

701 Immanuel Road  
Pflugerville, Texas 78660  
Phone: (512) 594-3800  
Fax: (512) 594-3805

**Riojas Elementary**

3400 Crispin Hall Ln.  
Pflugerville, Texas 78660  
Phone: (512) 594-4100  
Fax: (512) 594-4105

**River Oaks Elementary**

12401 Scofield Farms Circle  
Austin, Texas 78758  
Phone: (512) 594-5000  
Fax: (512) 594-5005

**Rowe Lane Elementary**

3112 Speidel Drive  
Pflugerville, Texas 78660  
Phone: (512) 594-6600  
Fax: (512) 594-6605

**Spring Hill Elementary**

600 S Heatherwilde  
Pflugerville, Texas 78660  
Phone: (512) 594-5400  
Fax: (512) 594-5405

**Timmerman Elementary**

700 W Pecan  
Pflugerville, Texas 78660  
Phone: (512) 594-4200  
Fax: (512) 594-4205

**Wieland Elementary**

900 Tudor House Rd.  
Pflugerville, Texas 78660  
Phone: (512) 594-3900  
Fax: (512) 594-3905

**Windermere Elementary**

1100 Picadilly  
Pflugerville, Texas 78660  
Phone: (512) 594-4800  
Fax: (512) 594-4805

**Windermere Primary School**

1330 Grand Ave Parkway  
Pflugerville, Texas 78660  
Phone: (512) 594-5600  
Fax: (512) 594-5605

**PACE**

1401-B W. Pecan St.  
Pflugerville, Texas 78660  
Phone: (512) 594-1900  
Fax: (512) 594-1905

**Barron Elementary**

14850 Harris Ridge Blvd  
Pflugerville, Texas 78660  
Phone: (512)594-3900  
Fax: (512)594-3905

**Dearing Elementary**

4301 Gattis School Road  
Pflugerville, Texas  
Phone: (512)594-4500  
Fax: (512)594-4505

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. If the district refuses the request to amend the records, the requestor has the right to request a hearing. If the records are not amended as a result of the hearing, the requestor 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). [See **Report Cards/Progress Reports and Conferences** and **Student or Parent Complaints and Concerns** for an overview of the process.]

Copies of student records are available at a cost of ten cents per page, payable in advance. If the student qualifies for free or reduced-price lunches and the parents are unable to view the records during regular school hours, one copy of the record will be provided at no charge upon written request from the parent.

### **Directory Information**

The Family Educational Rights and Privacy Act, or FERPA, permits the district to disclose appropriately designated "directory information" from a child's education records without written consent. "Directory information" is information that is generally not considered harmful or an invasion of privacy if released. Examples include a student's photograph for publication in the school yearbook; a student's name and grade level for purposes of communicating class and teacher assignment; the name, weight, and height of an athlete for publication in a school athletic program; a list of student birthdays for generating schoolwide or classroom recognition; a student's name and photograph posted on a district-approved and -managed social media platform; and the names and grade levels of students submitted by the district to a local newspaper or other community publication to recognize the A/B honor roll for a specific grading period. This "directory information" will be released to anyone who follows procedures for requesting it.

However, release of a student's directory information may be prevented by the parent or an eligible student. This objection must be made in writing to the principal within ten school days of your child's first day of instruction for this school year [See the "Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information" related to this handbook.]

### **Directory Information for School-Sponsored Purposes**

As allowed by state law, the district has identified two directory information lists—one for school sponsored purposes and the second for all other requests. A complete discussion of directory information can be found in Board Policy **FL (Local)**.

The district often needs to use student information for the following school-sponsored purposes: newspaper articles, extracurricular programs, student awards, listserv messages, press releases, and general promotions of school activities/accomplishments.

For these specific school-sponsored purposes, the district would like to use your child's student name, address, telephone listing, electronic mail address, photograph, and the date and place of birth, as well as major field of study; degrees, honors, and awards received; dates of attendance; grade level; most recent educational institution attended; participation in officially recognized activities and sports; weight and height of members of athletic teams; and enrollment status.

Unless you object to the use of your child’s information for these limited purposes, the school will not need to ask your permission each time the district wishes to use this information for the school-sponsored purposes listed.

### **Release of Student Information to Military Recruiters and Institutions of Higher Education**

The district is required by federal law to comply with a request by a military recruiter or an institution of higher education for students’ names, addresses, and telephone listings, unless parents have advised the district not to release their child’s information without prior written consent. A form has been provided in the registration documents for you to complete if you do not want the district to provide this information to military recruiters or institutions of higher education.

#### **Please note:**

Parents or eligible students have the right to file a complaint with the U.S. Department of Education if they believe the district is not in compliance with federal law regarding student records. The district’s policy regarding student records is available from the Executive Director of Student Affairs or on the district’s web site at [www.pflugervilleisd.net](http://www.pflugervilleisd.net).

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

## **SECTION II: INFORMATION FOR STUDENTS AND PARENTS**

Topics in this section of the handbook contain important information on academics, school activities, and school operations and requirements. Take a moment with your child to become familiar with the various issues addressed in this section. It is conveniently organized in alphabetical order to serve as a quick-reference when you or your child has a question about a specific school-related issue. Should you be unable to find the information on a particular topic, please contact the Director of Student Affairs, Freddie McFarland, at 512-594-0046.

### ***ABSENCES/ATTENDANCE***

Regular school attendance is essential for a student to make the most of his or her education—to benefit from teacher-led and school activities, to build each day’s learning on the previous day’s, and to grow as an individual. Absences from class may result in serious disruption of a student’s mastery of the instructional materials; therefore, the student and parent should make every effort to avoid unnecessary absences. Two state laws, one dealing with compulsory attendance, the other with attendance for course credit, are of special interest to students and parents. They are discussed below:

#### **Compulsory Attendance**

State law requires that a student between the ages of 6 and 19 attend school, as well as any applicable accelerated instruction program, extended year program,

or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

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

Students enrolled in pre-kindergarten or kindergarten are required to attend school.

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

A student in grades 3-8 will be required to attend any assigned accelerated instruction program, which may occur before or after school or during the summer, if the student does not meet the passing standard on the state assessment for his grade level and applicable subject area.

When a student between ages 6 and 19 incurs unexcused absences for three or more days or parts of days within a four-week period, the school will send a notice to the student's parent, as required by law, to remind the parent that it is the parent's duty to monitor his or her child's attendance and to require the student to come to school. The notice will also inform the parent that the district will initiate truancy prevention measures and request a conference between school administrators and the parent. These measures will include a behavior improvement plan, school-based community service, or referrals to either in-school or out-of-school counseling or other social services. Any other measures considered appropriate by the district will also be initiated.

The truancy prevention facilitator for the district is Freddie McFarland who can be contacted at 512-594-0151. If you have questions about your student and the effect of his or her absences from school, please contact the facilitator or any other campus administrator.

### **Exemptions to Compulsory Attendance**

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

- Religious holy days;
- Required court appearances;
- Activities related to obtaining United States citizenship;
- Service as an election clerk;
- Documented health-care appointments for the student or a child of the student, including absences for recognized services for students diagnosed with autism spectrum disorders. A note from the health-care provider must be submitted upon the student's arrival or return to campus; and

- For students in the conservatorship (custody) of the state,
  - Mental health or therapy appointments; or
  - Court-ordered family visitations or any other court-ordered activity, provided it is not practicable to schedule the student’s participation in the activity outside of school hours.

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

Absences of up to two days in a school year will also be considered an exemption for a student serving as an early voting clerk, provided the district’s board of trustees has authorized this in policy FEA(LOCAL), the student notifies his or her teachers, and the student receives approval from the principal prior to the absences.

As listed in Section I at **Accommodations for Children of Military Families**, absences of up to five days will be excused for a student to visit with a parent, stepparent, or legal guardian who has been called to duty for, is on leave from, or immediately returned from certain deployments. Please see page 11 for that section.

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

### **Failure to Comply with Compulsory Attendance**

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

A truancy court may also impose penalties against both the student and his or her parents if a school-aged student is deliberately not attending school. A complaint against the parent may be filed in court if the student:

- Is absent from school on ten or more days **or parts of days** within a six-month period in the same school year.

The student’s parent could be charged with a criminal offense based on the student’s failure to attend school.

Students between the ages of 12 and 19 who are alleged to have engaged in truant conduct could be charged with a civil offense based on their failure to attend school.

If the student is over 18 the student’s parent shall not be subject to penalties as a result of their child’s violation of state compulsory attendance law. [See FEA(LEGAL)]

### **Attendance for Credit**

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, which allows the student to fulfill the instructional requirements for the class. If a student is involved in a criminal or juvenile court proceeding, the approval of the judge presiding over the case will also be required before the student receives credit for the class.

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

In determining whether there were extenuating circumstances for the absences, the attendance committee will use the following guidelines:

- All absences, whether excused or unexcused, must be considered in determining whether a student has attended the required percentage of days. If makeup work is completed, absences for the reasons listed above at **Exemptions to Compulsory Attendance** will be considered days of attendance for this purpose.
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district. For a student transferring into the district after school begins, including a migrant student, only those absences after enrollment will be considered.
- In reaching a decision about a student's absences, the committee will attempt to ensure that it is in the best interest of the student.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences.
- The committee will consider whether the absences were for reasons over which the student or the student's parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit.

In accordance with FEC (LOCAL), the committee may impose one or more of the conditions outlined in policy for receiving credit lost because of excessive absences.

The student or parent may appeal the committee's decision to the Board of Trustees by filing a written request with the superintendent in accordance with policy FNG (LOCAL).

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

### **Documentation After An Absence**

When a student is absent from school, the student—upon returning to school—must bring a note, signed by the parent that describes the reason for the absence. A note signed by the student, even with the parent's permission, will not be accepted unless the student is 18 or older or is an emancipated minor under state law. A phone call from the parent may be accepted, but the district reserves the right to require a written note.

Please note that, unless the absence is for a statutorily allowed reason under compulsory attendance laws, the district is not required to excuse any absence.

### **Doctor's Note After An Absence for Illness**

Upon return to school, a student absent for more than three consecutive days because of a personal illness may be required to bring a statement from a doctor or health clinic verifying the illness or condition that caused the student's extended absence from school. [See FEC (LOCAL).] Otherwise, the student's absence may be considered unexcused and, if so, would be considered to be in violation of compulsory attendance laws.

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

### **Tardy Guidelines**

Arriving late to school or leaving early from school is considered being absent for "part of the school day." A student who arrives late or leaves early 20 or more times, without an acceptable excuse, may be referred to the court for failure to attend school. Reasons that a late arrival or early departure may be excused are the same reasons that will be accepted as excuses for full day absences.

Consequences for tardies that occur during the school day, after arrival at school in the morning and before departure at the end of the day, will be determined by the administration on each campus and within the guidelines established for student behavior in the Student Code of Conduct.

### **Driver's License Attendance Verification**

For a student between the ages of 16 and 18 to obtain a driver license, written parental permission must be provided for the Texas Department of Public Safety(DPS) to access the student's attendance records and, in certain circumstances, for a school administrator to provide the student's attendance information to DPS. The campus will need 48 hours for processing under normal circumstances,

## ***ACADEMIC PROGRAMS***

The school counselor provides students and parents information regarding academic programs to prepare for higher education and career choices. [For more information, see this handbook and policy at EIF.]

[See **Academic Counseling.**]

## ***BULLYING***

Bullying is when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the district and a school district's board of trustees or the board's designee determines that the behavior:

- Results in harm to the student or the student's property,

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

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

Bullying is prohibited by the district and could include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name-calling, rumor-spreading, or ostracism. In some cases, bullying can occur through electronic methods, called "cyberbullying."

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

If the results of an investigation indicate that bullying has occurred, the administration will take appropriate disciplinary action. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying. The district will also contact the parents of the victim and of the student who was found to have engaged in the bullying. Available counseling options will be provided to these individuals, as well as to any students who have been identified as witnesses to the bullying.

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

Upon the recommendation of the administration, the board may, in response to an identified case of bullying, decide to transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the student may also be transferred to another campus in the district. The parent of a student who has been determined by the district to be a victim of bullying may request that his or her child be transferred to another classroom or campus within the district. [Also see **School Safety Transfers** on page 6.]

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

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

## **Perfect Attendance**

*Elementary* - Perfect attendance certificates will be awarded based on:

- Daily attendance records--Any elementary student not present and properly checked in at 9:30 is considered absent for purposes of perfect attendance, and



- Tardy patterns--Three tardies (arrival at school after 7:40 AM) will cause a student to be ineligible for “Perfect Attendance” awards.

## **CAREER AND TECHNICAL EDUCATION**

Pflugerville ISD offers career and technical programs in agriculture, food and natural resources; architecture and construction; arts, A/V technology and communications; business, management and administration; education and training; finance; government and public administration; health science; hospitality and tourism; human services; information technology; law, public safety, corrections and security; manufacturing; marketing sales and services; science, technology, engineering and mathematics; and transportation, distribution and logistics. Admission to these programs is based on specific course requirements.

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

## **CHILD SEXUAL ABUSE AND OTHER MALTREATMENT OF CHILDREN**

The district has established a plan for addressing child sexual abuse. As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child’s mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

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

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

As a parent, if your child is a victim of sexual abuse, the campus counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (TDFPS) also manage early intervention counseling programs. To find out what services may be available in your county, see

[http://www.dfps.state.tx.us/Prevention\\_and\\_Early\\_Intervention/Programs\\_Available\\_In\\_Your\\_County/default.asp](http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp).

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

- <https://www.childwelfare.gov/pubs/factsheets/whatiscan.pdf>
- <http://kidshealth.org/en/parents/child-abuse.html>
- <http://taasa.org/resources-2/>
- <https://www.texasattorneygeneral.gov/cvs/what-we-can-do-about-child-abuse-1>
- <https://www.texasattorneygeneral.gov/cvs/what-we-can-do-about-child-abuse-2>

Reports may be made to:

The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (1 800-252-5400 or on the Web at <http://www.txabusehotline.org>).

### ***CLASS RANK / TOP TEN PERCENT / HIGHEST RANKING STUDENT***

Senior class ranking for the purpose of determining Valedictorian, Salutatorian, and for recognizing other top ranking students is calculated at the end of the last grading period (end of school year.) A final class ranking will be available after graduation. Rankings requested for any other purposes at various times during the year are based on the most current calculation.

For two school years following their graduation, district graduates who rank in the top ten percent of their graduating class are eligible for automatic admission into four-year public universities and colleges in Texas. Students and parents should contact the counselor for further information about the application process and deadlines.

A total grade point average (GPA) is calculated for each student using a weighted system. The GPA is a cumulative average of all semester grades of courses that are counted in the GPA. Senior class ranking for the purpose of determining Valedictorian, Salutatorian, and for recognizing other top ranking students is calculated at the end of the last grading period (end of school year.) A final class ranking will be available after graduation. Ranking requested at other times for various purposes is based on the most current calculation.

For purposes of calculating the GPA, numerical grades are weighted. Additional information regarding class rank and GPA can be found in the High School Course Description Guide located on line on the PISD Website or as a hard copy from your counselor.

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the university's enrollment capacity for incoming freshmen.

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

[For further information, see policies at EIC.]

## **CLOSED CAMPUS DURING LUNCH**

*Secondary* - At the middle school level, students are not permitted to leave campus for lunch. At the high school level, freshmen, sophomores, and juniors must remain on campus during lunch. Seniors are allowed to leave campus for lunch. This is a privilege afforded to seniors and can be revoked by the campus principal for reasons of student safety. It can also be revoked if a student violates the student code of conduct during the lunch period, whether on or off campus. Students other than seniors may leave campus during lunch if signed out and accompanied by a parent or guardian. In the event a student needs to leave for a doctor's appointment during lunch and has parent permission to drive to the appointment, the student **MUST** bring a doctor's note back with them or the absence from campus will be considered truancy.

## **COMPLAINTS AND CONCERNS**

Usually student or parent complaints or concerns can be addressed by a phone call or a conference with the teacher or principal. For those complaints and concerns that cannot be resolved in this manner, the district has adopted a standard complaint policy at FNG (LOCAL) in the district's policy manual. A copy of this policy may be obtained from the principal, by contacting the Department of Student Affairs or on the district's Web site at [www.pflugervilleisd.net](http://www.pflugervilleisd.net).

In general, the student or parent should submit a written complaint and request a conference with the campus principal. If the concern is not resolved, a request for a conference should be sent to the Department of Student Affairs. If still unresolved, the district provides for the complaint to be presented to the board of trustees.

## **COMPUTER RESOURCES**

To prepare students for an increasingly technological society, the district has made an investment in computer technology for instructional purposes. Use of these computer resources is restricted to students working under a teacher's supervision and for approved purposes only. Students and parents will be asked to sign a user agreement regarding use of these resources; violations of this agreement may result in withdrawal of privileges and other disciplinary action.

Students and their parents should be aware that e-mail and other electronic communications using district computers are not private and will be monitored by district staff. (For additional information, see policies at CQ.)

## **CONDUCT**

### **Applicability of School Rules**

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

To achieve the best possible learning environment for all students, the *Student Code of Conduct* and other campus rules will apply whenever the interest of the district is involved, whether on or off school grounds, in conjunction with classes and school-sponsored activities.

### **Campus Behavior Coordinator**

By law, each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. The campus behavior coordinator at each district campus is the campus principal at that campus.

### **Disruptions**

As identified by law, disruptions include the following:

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

### **Telecommunications Devices, Including Mobile Telephones**

- Students may be allowed to use an electronic device on school property during the school day based on guidelines developed by the campus administrative team and communicated to parents and students by the campus principal. These guidelines will also address the use of electronic devices for instructional purposes on campus.

The possession of electronic devices during state-mandated testing is strictly prohibited. Electronic devices will only be returned after a full investigation by the appropriate administrator.

If a student violates the campus guidelines for use of electronic devices the first incident will result in confiscation of the device and notifying the parent that the device has been confiscated. The device may be returned to either the parent or student as determined in the campus guidelines. A second incident will result in confiscation of the device plus a \$15.00 fee, which must be paid in full prior to the device being returned, and the device

must be returned to the parent. The third, and any additional violations of the electronic device usage guidelines, will result in confiscation of the device. Based on campus guidelines the device may be returned to the parent after payment of a \$15 fee or the device may be held by the campus until the end of the school year at which time no fee will be charged for return of the device.

### **Inappropriate Use of Technology**

Students are prohibited from sending or posting electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition applies to conduct off school property if it results in a substantial disruption to the educational environment. Any person taking, disseminating, transferring, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or photographs will be disciplined according to the *Student Code of Conduct* and may, in certain circumstances, be reported to law enforcement.

### **Social Events**

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

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

## **COUNSELING**

### **Academic Counseling**

Students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, interventions, graduation requirements, and early graduation. Each spring, students will be provided information on anticipated course offerings for the next school year that will help them make the most of academic opportunities.

### **College/Career Counseling**

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

### **Personal/Social Counseling**

The school counselor or social worker is available to assist students with a wide range of personal concerns, including crisis intervention, substance abuse, and with social, emotional and family issues. Community resources and information can also be obtained via the counselor. Contact the counselor directly for assistance.

## **Psychological Exams, Tests, or Treatment**

A district employee must obtain the written consent of a child's parent before the employee may conduct a psychological examination, test, or treatment, unless the examination, test, or treatment is required by the Texas Education Agency's policy concerning child abuse investigations and reports; or state or federal law regarding requirements for special education. A child may consent to counseling for: suicide prevention; chemical addiction or dependency; or sexual, physical or emotional abuse.

[For more information, refer to FFE(LEGAL) and FFG(EXHIBIT).]

## ***ALTERNATIVE CREDIT OPPORTUNITIES***

### **Correspondence Courses**

A student may earn a maximum of two state-required credits through correspondence courses and may be enrolled in only one correspondence course at a time. The institution offering the course must be The University of Texas at Austin, Texas Tech University, or another public institution approved by the commissioner of education. Prior approval of a counselor or an administrator must be obtained prior to enrollment. Tuition, books and fees are the student's expense. [For further information, see policies at EEJC]

### **Credit By Exam for Acceleration**

Credit by exam (CBE) for acceleration is offered only to students who have received no prior instruction in the grade/subject to be assessed. Students must also be enrolled in the District at the time of CBE request and testing. The student must score a 90% or above on the course exam in order to earn credit. In cases where there are two exams for one course, the average of these two exams must be 90% or above. No partial course credit will be given through CBE for acceleration. Students may not take a CBE for acceleration for only one semester of a two semester course. Students must have completed or be enrolled in the appropriate prerequisites before taking a CBE for acceleration. CBEs are for course credit and the passing exam scores will be entered on the student's transcript. Once a student has taken a CBE for acceleration for a particular grade level and/or course, the student may not retest for acceleration for that grade/course. The registration and exam dates are published on the district's website. Register with your school counselor. A complete listing of available course exams and study guides for all CBEs are available at <http://www.utexas.edu/cee/dec/k16/index.php?page=credit>.

[For further information, see EEJB (LOCAL).]

### **Credit By Exam with Prior Instruction**

Students who have received prior formal instruction in a subject area may take Credit by Examination for credit recovery or validation of credit. Students wishing to recover credits can arrange with a participating testing organization to take these tests. PISD is not required to provide these assessments. If a student wishes to take this type of CBE, a parent or guardian must make arrangements directly with a participating testing organization offering the CBE. PISD recognizes The University of Texas at Austin and Texas Tech University as providers of these exams. The cost of the tests and proctoring fees are paid by the student. The student must score a 70% or above on the course exam in order to earn credit. CBEs are for course credit and the passing exam scores will be entered on the student's transcript. Credit by examination shall not be used to gain eligibility for participation in extracurricular activities. See your school counselor for how to register with the

testing institutions. A complete listing of available course exams and study guides for all CBEs are available at <http://www.utexas.edu/cee/dec/k16/index.php?page=credit>. [For further information, see EEJA (LOCAL).]

### **Credit Recovery**

Through computer-assisted instruction, students may gain credit for courses failed. Credit recovery is available before, during and after school. Not all courses are eligible for recovery. Students should contact their school counselor for information.

## ***DISTRIBUTION OF PUBLISHED MATERIALS OR DOCUMENTS***

### **School Materials**

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

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

[See **Directory Information for School-Sponsored Purposes.**]

### **Non-school Materials...from students**

Students must obtain prior approval from the principal before posting, circulating, or distributing written materials, handbills, photographs, pictures, petitions, films, tapes, posters, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any non-school material must include the name of the sponsoring person or organization. The decision regarding approval will be made in two school days.

The assistant superintendent of community relations & partnerships shall designate the location for approved non-school materials to be placed for voluntary viewing by students at all district facilities. [See policies at FNAA.]

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

### **Non-school Materials...from others**

Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials not sponsored by the district or by a district-affiliated school-support organization will not be sold, circulated, distributed, or posted on any district premises by any district employee or by persons or groups not associated with the district, except as permitted by policies at GKDA. To be considered for distribution, any non-school material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the Superintendent or designee for prior review. The Superintendent or designee will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies at DGBA, FNG, or GF.]

Prior review will not be required for:

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

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

## ***DRESS AND GROOMING***

Pflugerville ISD takes pride in the appearance of its students. The district's dress code and grooming standards have been established to teach grooming and hygiene, to prevent disruption, and to minimize safety hazards at school or school-related functions. All students shall wear clothing that is neat, appropriate, and modest to the gender of the student.

The school campus, not unlike a work place, promotes a productive, business-like atmosphere that is conducive to learning. Students should familiarize themselves with these standards, as the dictates of popular fashion may be inconsistent with the following guidelines:

Shirts, Blouses, Sweatshirts, Sweaters, Vests

- Must be size appropriate, not below the hips
- Must touch the belt line with no revealing undergarments
- No clothing with graphics, profanity, or words that relate to alcoholic beverages, tobacco products, weapons, or drug use, or anything that could be construed as provocative or offensive
- No oversized armholes, vented t-shirts, spaghetti straps, backless attire and off the shoulder tops
- No revealing midriff or undergarments while standing or sitting
- No revealing, low-cut, see-through, or too tight such as spandex/lycra (no cleavage can be exposed)
- No clothing that has been ripped, torn, or cut
- Tights, leggings, spandex/lycra and under garments may not be used to make an inappropriate item comply with dress code policy.

Dresses, Jumpers, Skirts, Shorts, Skorts, Capris

- Modest in length (at or below middle of thigh)
- No tattered shorts, biker shorts, or wind shorts
- No clothing that has been ripped, torn, or cut above the knee
- No clothing that is too tight such as spandex/lycra unless it is covered to mid-thigh by a shirt, skirt, tunic or other appropriate garment
- No shorts that sag or that are too tight



### Pants, Jeans

- Appropriately sized at natural waistline
- No clothing that has been ripped, torn, or cut above the knee
- No oversized pants, jeans or shorts that sag or that are too tight
- No pajama wear of any type except on campus designated days
- Tights, leggings, spandex/lycra and under garments may not be used to make an inappropriate item comply with dress code policy

### Shoes

- Unsafe footwear not permitted (i.e., house shoes, shower shoes, slippers, etc.)
- Elementary: Closed-toed tennis shoes appropriate for P.E. activities should be worn or carried to school on days P.E. is scheduled

### Hair

- Neat, clean and well-groomed. Worn in a style and color that is not distracting
- Beards not allowed except with physician's documentation

### Miscellaneous

- Revealing clothing of any type may not be worn
- Oversized purses/handbags large enough to conceal an eight and one-half inch by eleven inch by one inch textbook or larger (when empty) are not allowed in classrooms or hallways during the school day.
- Any attire that is distracting or causes a disturbance or identifies a student as part of an unauthorized group (i.e., bandannas, shoe laces, chains, t-shirts, etc.)
- No visible body piercing other than ears, including tongue piercing. Earring length – no more than 1" at elementary
- No hats or caps, do-rags, wave caps, bandanas or hoods worn indoors
- Prescription glasses only
- No visible permanent tattoos

### ***Interpretative Authority***

The example and guidelines listed above may not cover every possible instance of appropriate or inappropriate grooming or appearance. **The interpretative authority as to what dress or grooming is inappropriate, disruptive, a hindrance to best learning situations, or a detriment to best discipline shall be vested in the principal, the assistant or grade level principal, or any other administrative authority in the school system.**

**NONCOMPLIANCE OF THE DRESS CODE/GROOMING STANDARDS WILL RESULT IN DISCIPLINARY ACTION.**

## **EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS**

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

Participation in some of these activities may result in events that occur off-campus. When the district arranges transportation for these events, students are required to use the transportation provided by the district to and from the events. Exceptions to this may only be made with the approval of the activity's coach or sponsor.

Eligibility for participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL)—a statewide association overseeing inter-district competition. The following requirements apply to all extracurricular activities:

- A student who receives a grade below 70 at the end of a grading period in any academic class—other than an advanced placement or international baccalaureate course; or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or a foreign language—may not participate in extracurricular activities for at least three school weeks.
- A student with disabilities who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse.
- A student is allowed in a school year up to 10 absences not related to post-district competition, a maximum of 5 absences for post-district competition prior to state, and a maximum of 3 absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will receive an unexcused absence.

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

[For further information, see policies at FM and FO.]

## **FEES**

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

- Costs for materials for a class project that the student will keep.

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

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

### ***FUNDRAISING***

Student groups or classes and/or parent groups may be permitted to conduct fundraising drives for approved school purposes. An application for permission must be made to the principal before the event. [For further information, see policies at FJ and GE.]

### ***GANG-FREE ZONES***

Certain criminal offenses, including those involving organized criminal activity such as gang-related crimes, will be enhanced to the next highest category of offense if they are committed in a gang-free zone. For purposes of the district, a gang-free zone includes a school bus and a location in, on, or within 1000 feet of any district-owned or leased property or campus playground.

## **GRADE LEVEL CLASSIFICATION**

For questions related to grade level classification contact your grade level counselor or the building principal.

### ***Guidelines for Grade Level Classification***

The following provisions shall apply to students who entered grade 9 in the 2014-2015 school year and thereafter.

Grade classifications are based on the number of credits earned prior to the first day of school each year.

Freshman (9th): A student must have been promoted or placed from the 8th grade.

Sophomore (10th): A student must have earned 6 credits and completed one year of high school.

Junior (11th): A student must have earned 12 credits and completed two years of high school.

Senior (12th): A student must have earned 18 credits and completed three years of high school or have earned 18 credits and have an Early Graduation Plan on file.

Grade classification shall be established by the beginning of the fall semester. Exceptions require approval of the high school principal. At the discretion of the principal, grade re-classification may occur at the end of the fall semester based on credits earned in the fall semester that make a student eligible for grade advancement and/or graduation.

### ***Grade Level Classification (Entering Grade 9 Prior to 2014-15)***

Students entering high school prior to the 2014–15 school year shall be assigned to a grade 9 cohort group with an anticipated graduation date four years from the time of entrance. As defined by the state of Texas, a student shall have four years to complete all high school requirements related to credits and assessment measures in order to be considered a graduate. Therefore, student grade classifications shall be defined by the number of years students have been in high school. Each cohort group of students who entered together as ninth graders shall roll up annually in August to the next year of high school (grade 10, grade 11, and grade 12) through the completion of the fourth year of high school.

## **GUIDELINES FOR GRADING**

Information concerning grading practices and procedures can be found in the Instructional, Grading, and Reporting Guidelines Handbook. This handbook is located on the PfISD website in the Student Document Library under the Students tab.

## SCHEDULE CHANGES

One of the most important decisions facing our students is selecting appropriate courses. Information about schedule changes and adding/dropping courses can be found in the Instructional, Grading, and Reporting Guidelines Handbook. This handbook is located on the PflISD website in the Student Document Library under the Students tab.

### Academic Dishonesty

A student found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students.

### Academic Honor Roll

*Elementary* - Pflugerville ISD elementary schools operate honor rolls on a nine weeks or semester basis for grades 2-5, according to the discretion of the campus site-based decision committee. A semester honor roll is based on a semester average. Subjects for which numerical grades are not given will not be considered when identifying honor roll students.

*Secondary* - The National Honor Society establishes rules for membership that are based upon a student's outstanding performance in the areas of scholarship, service, leadership, and character. These criteria for selection form the foundation upon which the organization and its activities are built. Any student in grades 10 through 12 in a school with both an official charter of the National Honor Society and an affiliation with the national office is eligible for consideration for membership in NHS.

**Scholarship:** Students who have a cumulative grade point average of 4.25 (on a 5.0 scale), or a higher cumulative average meet the scholarship requirement for membership. These students are then eligible for consideration on the basis of service, leadership, and character.

**Service:** This quality is defined through the voluntary contributions made by a student to the school or community, done without compensation and with a positive, courteous, and enthusiastic spirit.

**Leadership:** Student leaders are those who are resourceful, good problem solvers, promoters of school activities, idea-contributors, dependable, and persons who exemplify positive attitudes about life. Leadership experiences can be drawn from school or community activities while working with or for others.

**Character:** The student of good character upholds principles of morality and ethics, is cooperative, demonstrates high standards of honesty and reliability, shows courtesy, concern, and respect for others, and generally maintains a good and clean lifestyle.

The Honor Society adviser maintains copies of the local procedures and has them available upon request. Contact your school counselor for information regarding the NHS timeline.

## **Conferences**

*Elementary* - Students and parents may expect teachers to request a conference:

- if the student is not passing
- if the student is not consistently achieving an expected performance level in any case that the teacher considers necessary

## **HOMEWORK/GRADING HOMEWORK**

Homework can be a necessary part of the instructional process that begins in the classroom, extends into the home, and provides a way for parents/guardians to become aware of the instructional program and their child's educational program. Homework should be used to reinforce and support mastery of learning and should never be used as a disciplinary measure.

Homework is an extension of the concepts that were taught in class or a preview of content yet to be taught. The purpose and directions for the assignment need to be communicated and should be preceded by instruction that adequately prepares the child to do the task independently and successfully. When appropriate and possible, homework should be differentiated for students depending on their mastery of the objectives.

For Dual Language and Spanish Immersion Programs, homework instructions should be communicated in both English and Spanish. Because students work at different paces, it may take some students more or less time to complete assignments. For grades 6-8, homework is determined by the campus grade level PLC. If a grade is to be taken, it should be a minor grade.

## **Tutorial Services**

*Elementary* - A campus may require a student whose grade in a subject for a grade reporting period is lower than 70 on a scale of 100 or whose reading or math level is below grade expectations to attend tutorials in the subject during the following reporting period twice per week or more, as determined by the district.

Pflugerville schools provide the opportunity for students who are experiencing difficulty to receive tutoring. If your child is eligible for this service, you will receive a communication from the school office.

## **GRADUATION**

### **Requirements for a Diploma**

To receive a high school diploma from the district, a student must successfully:

- Complete the required number of credits;
- Complete any locally required courses in addition to the courses mandated by the state; and
- Depending on the year in which the student is scheduled to graduate, pass a statewide exit-level exam or achieve the required cumulative scores on end-of-course (EOC) assessments. Contact your counselor for information about the state requirements you must meet for graduation.

The exit-level test, currently required for students in grade 11, covers English language arts, mathematics, science, and social studies and requires knowledge of Algebra I and Geometry; Biology and Integrated Chemistry and Physics; English III; and early American and United States History, World History, and World Geography. Students in grade 11 during the 2012–2013 school year must pass the exit-level test to graduate. A student in grade 12 during the 2012–2013 school year who has not passed the exit-level test will have opportunities to retake it.

Also see Standardized Testing on page 50 for more information.

Beginning with students who entered grade 9 in the 2011–2012 school year, EOC assessments are administered for the following courses and replace the exit-level test mentioned above: English I, English II, English III, Algebra I, Geometry, Algebra II, Biology, Chemistry, Physics, World Geography, World History, and United States History. Students graduating under the Minimum Program must take EOC assessments only for courses in which they are enrolled and for which there is an EOC assessment. Each student will be required to achieve certain scores on the applicable EOC assessments to graduate, depending on the graduation program in which the student is enrolled. A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments.

If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation to the student in the content area for which the performance standard was not met.

Also see Grading Guidelines above and Standardized Testing for more information.

### **Graduation Programs**

All students entering grade 9 are required to enroll in the Recommended High School Program or Distinguished Achievement (Advanced) Program. Permission to enroll in the Minimum Graduation Program will be granted only if an agreement is reached among the student, the student's parent or person standing in parental relation, and the counselor or appropriate administrator. [See policy EIF (LEGAL and LOCAL) as well as the on-line High School Course Guide.]

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

### **Certificates of Coursework Completion**

A certificate of coursework completion will not be issued to a senior student who successfully completes state and local credit requirements for graduation but fails to perform satisfactorily on the exit-level tests.

### **Students with Disabilities**

Upon the recommendation of the admission, review, and dismissal committee, a student with disabilities may be permitted to graduate under the provisions of his or her individualized education program (IEP).

### **Graduation Expenses**

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

### **Graduation Ceremony**

Participation in the ceremonies is a privilege. Successful completion of all state and local graduation requirements, as well as campus requirements (such as attending rehearsal and signing graduation contracts) are necessary in order to participate.

Senior students who engage in pranks may have this privilege removed. Any student who is assigned to an alternative learning placement and has not completed the assignment prior to the last day of school will be prohibited from participating in school sponsored activities, which includes graduation ceremonies.

### **State Scholarships and Grants**

**Higher Education Counseling: Each school counselor at an elementary, middle, or junior high school shall advise students and their parents or guardians regarding the importance of postsecondary education, coursework designed to prepare students for postsecondary education, and financial aid availability and requirements.**

**During the first school year a student is enrolled in high school, and again during each year of a student's enrollment in high school, a school counselor shall provide information about higher education to the student and the student's parent or guardian. The information must cover:**



1. The importance of postsecondary education;
2. The advantages of earning an endorsement and a performance acknowledgment and completing the distinguished level of achievement under the foundation high school program;
3. The disadvantages of taking courses to prepare for a high school equivalency examination relative to the benefits of taking courses leading to a high school diploma;
4. Financial aid eligibility;
5. Instruction on how to apply for federal financial aid;
6. The center for financial aid information established under Education Code 61.0776;
7. The automatic admission of certain students to general academic teaching institutions as provided by Education Code 51.803;
8. The eligibility and academic performance requirements for the TEXAS Grant; and
9. The availability of programs in a district under which a student may earn college credit, including advanced placement programs, dual credit programs, joint high school and college credit programs, and international baccalaureate programs.

**Automatic Admission:** At the beginning of grades 10 and 11, a certified school counselor shall explain the requirements of automatic admission to a general academic teaching institution to each student who has a grade point average in the top 25 percent of the student's high school class. [See EIC]

**Notice of Grant Programs:** In a manner that assists the district in implementing the district improvement plan, a district shall notify students in middle school, junior high school, and high school and those students' teachers, school counselors, and parents of:

10. The TEXAS Grant and the Teach for Texas Grant programs;
11. The eligibility requirements of each program;
12. The need for students to make informed curriculum choices to be prepared for success beyond high school; and
13. Sources of information on higher education admissions and financial aid.

## ***DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION***

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

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

### **Dating Violence**

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

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

### **Discrimination**

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

## ***HARASSMENT***

Pflugerville ISD believes that all students learn best in an environment free from harassment and that their welfare is best served when they can work free from discrimination. Students are expected to treat other students and district employees with courtesy and respect; to avoid behaviors known to be offensive; and to stop those behaviors when asked or told to stop. District employees are expected to treat students with courtesy and respect.

The Board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person's race, religion, color, national origin, gender, sex, or disability. [See policy FFH] Prohibited harassment, in

general terms, is conduct so severe, persistent, or pervasive that it affects the student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance. A copy of the district's policy is available in the principal's office and in the superintendent's office or the district's Web site at [www.pflugervilleisd.net](http://www.pflugervilleisd.net).

Examples of prohibited discrimination may include, but are not limited to, offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening or intimidating conduct; offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property. Examples of prohibited sexual harassment may include touching private body parts or coercing physical contact that is sexual in nature; sexual advances; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.

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

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

## **Reporting Procedures**

Any student who believes that he or she has experienced prohibited harassment should immediately report the problem to a teacher, counselor, principal or other district employee. The report may be made by the student's parent.

## **Investigation of Reported Harassment**

To the extent possible, the district will respect the privacy of the student; however, limited disclosures may be necessary to conduct a thorough investigation and to comply with law. Allegations will be promptly investigated. The district will notify the parents of any student alleged to have experienced prohibited harassment by an adult associated with the district.

In the event alleged harassment involves another student, the district will notify the parents of the student alleged to have experienced the prohibited harassment when the allegations, if proven, would constitute "sexual harassment" or "other prohibited harassment" as defined by policy.

If the district's investigation indicates that prohibited harassment occurred, appropriate disciplinary or corrective action will be taken to address the harassment. The district may take disciplinary action even if the conduct that is the subject of the complaint did not rise to the level of harassment prohibited by law or policy.

Retaliation against a person who makes a good faith report of prohibited harassment is prohibited. A person who makes a false claim or offers false statements or refuses to cooperate with a district investigation, however, may be subject to appropriate discipline.

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

## ***HEALTH-RELATED MATTERS***

### **Physical Activity for Students in Elementary and Middle School**

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

Students in middle or junior high school will engage in 30 minutes of moderate or vigorous physical activity per day for at least four semesters.

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

### **School Health Advisory Council**

During the preceding school year, the district's School Health Advisory Council held six meetings. Additional information regarding the district's School Health Advisory Council is available from the Health Service Coordinator (512) 594-0133. [See also policies at BDF and EHAA.]

### **Student Wellness Policy/Wellness Plan (All Grade Levels)**

Pflugerville ISD is committed to encouraging healthy students and therefore has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement the policy. You are encouraged to contact the Health Services Coordinator, Barbara Weiss, at (512-594-0133) with questions about the content or implementation of the district's wellness policy and plan.

## ***CONTAGIOUS DISEASES / CONDITIONS***

To protect other students from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. If a parent suspects that his or her child has a contagious disease, the parent should contact the school nurse so that other students who might have been exposed to the disease are alerted according to the directives of the local public health authority. Any child returning to school after having a contagious condition (i.e. strep throat, pink eye, flu, chicken pox, impetigo) should:

1. Be free of acute illness symptoms.
2. Have a temperature below 100.0 degrees F for 24 hours without fever reducing medication.
3. In the case of a rash or skin infection: all lesions or breaks in the skin are in the healing phase. Cultures or a medical release may be required for slow-healing lesions.
4. No vomiting or diarrhea for 24 hours.
5. With the possibility of a communicable disease, medical diagnosis, illness or injury, the school nurse may ask for permission to communicate directly with the medical provider and request that a Consent for Medical Release form be completed.

## **Food Allergies**

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

## **Bacterial Meningitis**

Meningitis is an infection of the fluid of a person's spinal cord and the fluid that surrounds the brain. People sometimes refer to it as spinal meningitis. Meningitis is usually caused by a viral or bacterial infection. Viral meningitis is generally less severe and resolves without specific treatment, while bacterial meningitis can be quite severe and may result in brain damage, hearing loss, or learning disability.

**The signs and symptoms of meningitis include:** high fever, headache, and stiff neck are common symptoms of meningitis in anyone over the age of 2 years. These symptoms can develop over several hours, or they may take 1 to 2 days. Other symptoms may include nausea, vomiting, discomfort looking into bright lights, confusion and sleepiness. As the disease progresses, patients of any age may have seizures. Identification of the type of bacteria responsible is important for selection of correct antibiotics.

**Diagnosis and Treatment:** Early diagnosis and treatment are very important. If symptoms occur, the patient should see a doctor immediately. The diagnosis is usually made by growing bacteria from a sample of spinal fluid and can be treated with a number of effective antibiotics. It is important, however, that treatment be started early in the course of the disease.

**Is Bacterial Meningitis Contagious?** Yes, some forms of bacterial meningitis are contagious. The bacteria are spread through the exchange of respiratory and throat secretions (i.e., coughing, kissing). People in the same household or day-care center, or anyone with direct contact with a patient's oral secretions (such as a boyfriend or girlfriend) would be considered at increased risk of acquiring the infection.

**How Can Bacterial Meningitis be Prevented?** There are required vaccines that prevent 4 types of meningococcal disease, including 2 of the 3 types most common in the U.S. Good hand washing, not sharing food, drinks, utensils, and toothbrushes are all ways to prevent meningitis. Living in close quarters, not getting enough sleep, stress and improper diet increase the risk.

## **HEALTH-RELATED SERVICES**

### **Student Illness**

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

must stay home until they are diarrhea free without diarrhea-suppressing medications for at least 24 hours. A full list of conditions for which the school must exclude children can be obtained from the school nurse.

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

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

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

**Elementary** - Parental cooperation is essential in providing for students' health care needs which arise during the school day. This includes **MAKING SURE THAT PARENTS CAN BE REACHED IN CASE OF A CHILD'S ILLNESS OR ACCIDENT**. A daytime parent/guardian telephone number is needed and an alternate number of a relative or friend is also necessary. Please keep these numbers current. Parents annually complete a form that authorizes school officials to obtain emergency medical treatment if the parent or guardian cannot be reached. The district is not responsible for a child's medical expenses.

**Secondary** - Students reporting illness by phone to their parent should do so in the nurse's office.

NOTE: The district is not responsible for a child's medical expenses.

### **Head Lice (Pediculosis)**

Prompt and thorough treatment and then daily inspection of scalp and hair is the only way of controlling head lice. If the nurse finds head lice, the student may be readmitted when appropriate treatment has taken place. The nurse may screen siblings and/or other students at the parent request. This matter is treated as confidentially as possible, but parents must cooperate in reporting to the school if there is evidence of head lice. Not reporting the problem can result in spreading it further.

Procedure and policy are obtained from The Texas Department of State Health Services recommendations for the prevention of head lice (Pediculosis)

<http://www.dshs.state.tx.us/schoolhealth/lice.shtm>

### **Health Status of Student**

A student may be sent home because of a health need if he/she:

1. Appears ill and is unable to do class work.
2. Is suspected of having a contagious disease/condition.
3. Sustains an injury which needs medical attention or close observation.
4. Exhibits vomiting and diarrhea during school hours.

It is necessary that any major change (illness, accident or surgery) be reported. For new students this can be done at the time of registration by completing the "Student Health and Emergency Information". If the student is restricted or limited in any way due to illness or accident, a note from the doctor at the time of the student's return to school is required. With the possibility of a

communicable disease, medical diagnosis, illness or injury, the school nurse may ask for permission to communicate directly with the medical provider and request that a Consent for Medical Release form be completed.

## **Illness at School/Clinic Regulations**

### **Secondary -**

1. Students who feel that they cannot report to class because of illness will be allowed to rest in the nurse's office for thirty minutes. After this time they must report to class or a parent or responsible adult will be notified.
2. Students must present a pass from the teacher if they come to the clinic after the tardy bell has rung. If the nurse is not in her office, the student is to report to the receptionist in the front office.
3. Students will not be seen between classes by the nurse unless the student is obviously acutely ill or injured. Students must always have a note from the teacher--unless it is an emergency.
4. If the student has any of the following symptoms, then he/she will be sent home:
  - a. Temperature over 100.0 degrees.
  - b. Persistent vomiting or diarrhea.
  - c. Severe pain which does not subside within thirty minutes of rest in nurse's office.
  - d. A convulsion, recurring seizures, or injury requiring medical attention.
  - e. Any reason deemed necessary by the adult in charge.
5. Students who are ill are to lie quietly in the room provided and are not allowed to visit other students in the nurse's office.
6. Students who are ill are not to leave the nurse's office for any reason without permission of the nurse or school employee in charge at the time.
7. When a student leaves the school for illness, he/she must be signed out in the front office.

STUDENTS SHOULD BE FREE OF SYMPTOMS AND HAVE A TEMPERATURE BELOW 100.0 FOR 24 HOURS WITHOUT FEVER REDUCING MEDICINE BEFORE RETURNING TO SCHOOL.

## **MEDICATION ADMINISTRATION**

### **Medication During School**

If at all possible, the child's medication plan should be such that all medicine could be given outside of school hours. The procedure listed below must be followed to dispense medications at school. No students are allowed to have medication in their possession during school hours with the exception of students with diabetes and asthma and then only if the appropriate forms are completed and the student is able to follow the rules.

1. A Health Services consent to dispense medication form is completed and given to the school nurse with the prescription and/or non-prescription medication. When prescriptions are filled, ask for two labeled containers: one for school, one for home.

2. Any sample medication prescribed by the practitioner must be labeled and accompanied by a prescription, and the parent must complete consent to dispense medication form.
3. No intravenous, intramuscular or subcutaneous medications, with the exception of diabetes medications or epinephrine will be considered for administration at school.
4. No herbal medications or products, medications from another country or in a language other than English, outdated medications, trial or study medications will be administered during school hours by the school nurse.
5. The district is not responsible to provide medications for students or the adjunct equipment to deliver the medication (example: nebulizer or oxygen, and the tubing or face mask).
6. Students with asthma are permitted by law to self-administer their asthma medication provided that the permission to self administer asthma medication form is signed by the student, parent, and the practitioner prescribing the medication on a yearly basis. Students with asthma are expected to report recurrent or worsening symptoms to the nurse, so that the parent may be notified of the student's current condition, and the asthma action plan may be altered.
7. Only those medications utilized for first aid and listed within the Over the Counter Standing Orders will be given to students.
8. In the event that the School Nurse performs numerous therapies and treatments for students served under special programs, there are numerous prescription medications to be administered, or there is inadequate space to lock medications on a campus, the ability to dispense non-prescription medications may vary from campus to campus.
9. The School Nurse retains the right to refuse to dispense the medication during school hours, if in his/her opinion it is in conflict with the Texas Board of Nurse Examiners Rules and Regulations, or the medication is not labeled by the FDA for the age group or purpose for which it is requested to be given. A request for a physician to clarify orders or have ongoing communication to address health issues may occur.
10. It is the parent's responsibility to obtain medication from the school nurse on or before the last day of school. All medications will then be discarded.
11. Parents are also responsible to take the medication from one school to the next in case the student changes campuses during the school year, transfer forms for administration, and visit with the new school nurse about their child's special needs.
12. All medication, treatment, and therapy medical orders must be less than or equal to one year in order to have the school nurse perform the requested action.

## **Diabetes**

In accordance with a student's individual health plan for management of diabetes, a student with diabetes (as verified by a physician) will be permitted to possess and use monitoring and treatment supplies and equipment while at school or at a school-related activity. Orders shall be less than one year, and the parent is responsible to update the campus school nurse of new orders during the school year. Please read the medication section or see your campus principal and/or nurse for further information.



## **IMMUNIZATION**

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized. For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. This form may be obtained by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at <http://www.dshs.state.tx.us/immunize/school/default.shtm#requirements> The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

Resources for current state requirements for the current school year and free and/or low cost immunizations are located under the PISD Health Services Department webpage:  
<http://cms.pflugervilleisd.net//Domain/987>.

Proof of immunization may be established by personal records from a licensed physician, public health clinic or school.

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

## **Tuberculosis Screening**

New students to the district who are enrolling from outside of the country or who have been outside of the country for an extended period of time are required to have a Mantoux Tuberculosis skin test (PPD) or a TB blood test (IRGA) from your health care provider. Documented results of the test must be presented to the school with the understanding that, if the test is positive, appropriate treatment will be necessary. There is also a risk survey for students who traveled outside the United States to determine if a PPD will be appropriate.

## **Other Health-Related Matters**

### **Vending Machines**

The district has adopted policies and implemented procedures to comply with state and federal food service guidelines for restricting student access to vending machines. For more information regarding these policies and guidelines see the Superintendent or designee. [See policies at CO and FFA.]

### **Tobacco, Tobacco Products and e-Cigarettes Prohibited**

The district and its staff strictly enforce prohibitions against the use of tobacco products and e-cigarettes by students and others on school property and at school-sponsored and

school-related activities. [See the *Student Code of Conduct* and policies at FNCD and GKA.]

### **Asbestos Management Plan**

The district's Asbestos Management Plan, designed to be in compliance with state and federal regulations, and is available in the Facilities and Support Services office. If you have any questions, please contact the executive director of facilities and support services at (512) 594-0200.

### **Pest Management Plan**

The district applies only pest control products that comply with state and federal guidelines. Except in an emergency, signs will be posted 48 hours before application.

## **LAW ENFORCEMENT AGENCIES**

### **Questioning of Students**

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

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

### **Students Taken Into Custody**

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

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

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

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

## **Notification of Law Violations**

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been arrested or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors.

[For further information, see policy GRA (LEGAL).]

## **MAKEUP WORK and LATE WORK**

### **MAKE-UP WORK:**

Students who have been absent are eligible to do make-up work, regardless of the reason for the absence or school related activity. A student should be given three school days to make up the work. In the case of extended absences, one day will be allowed per day of absence for make-up work beyond the three days.

### **LATE WORK:**

In order to provide multiple opportunities for students to demonstrate mastery of learning, students who have not turned in work on time will be allowed to submit the work before the end of the IPR cycle. In the event that missing work occurred at the end of the IPR cycle, the student has five school days to complete any late work. A maximum of a 20% penalty may be applied to late work.

Extenuating circumstances may occur that are out of the control of the student and which prevent him/her from completing and returning homework assignments. The student is responsible for informing the teacher of any such circumstances that prevented the completion of the assignment. Teachers may grant exceptions to this policy as appropriate.

## **DAEP Makeup Work**

A student removed to a disciplinary alternative education program (DAEP) during the school year will have an opportunity to complete, before the beginning of the next school year, a foundation curriculum course in which the student was enrolled at the time of removal. The district may provide the opportunity to complete the course through an alternative method, including a correspondence course, distance learning, or summer school. The district will not

charge the student for any method of completion provided by the district. [See policy FOCA(LEGAL).]

### **In-school Suspension Makeup Work**

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

### ***NONTRADITIONAL ACADEMIC PROGRAMS***

[See **Requirements for a Diploma.**]

### ***PARTIES***

Each campus principal will approve school parties. If religious beliefs prevent a child's attending and participating in any of these parties, parents may notify his/her teacher that the parent will pick him/her up prior to the beginning of the party. [See policy CO(LEGAL) for more information.]

There will be **no** birthday parties and/or gifts exchanged for students in elementary school. Classroom instruction cannot be interrupted in any way. **No birthday invitations will be distributed on campus unless one is given to every child in the classroom. Balloons, flowers, or gifts are not to be delivered to students at school.**

### ***PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE***

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

One minute of silence will follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others. [See policy EC (LEGAL) for more information.]

### ***PRAYER***

Each student has a right to individually, voluntarily, and silently pray or meditate in school in a manner that does not disrupt instructional or other activities of the school. The school will not encourage, require, or coerce a student to engage in or to refrain from such prayer or meditation during any school activity.

### ***PROMOTION AND RETENTION***

A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level, the recommendation of the student's teacher, the score received on any criterion-referenced or state-mandated assessment, and any other necessary academic information as determined by the district. To

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

[For specific grade level information please see EIE(LOCAL)]

A student in grades 9–12 will be advanced a grade level based on the number of course credits earned.

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

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

To be promoted to grade 6, students enrolled in grade 5 must perform satisfactorily on the mathematics and reading sections of the grade 5 assessment in English or Spanish.

To be promoted to grade 9, students enrolled in grade 8 must perform satisfactorily on the mathematics and reading sections of the grade 8 assessment in English.

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

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

If a student in grades 3–8 is enrolled in a class or course intended for students above his or her current grade level in which the student will be administered a state-mandated assessment, the student will be required to take an applicable state mandated assessment only for the course in which he or she is enrolled, unless otherwise required to do so by federal law.

Students will also have multiple opportunities to retake EOC assessments. [See **Graduation** on page 34 and **Standardized Testing** on page 50 for more information about EOC assessments.]

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

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

### **ENGLISH LANGUAGE LEARNERS (All Grade Levels)**

A student who is an English language learner is entitled to receive specialized services from the district. To determine whether the student qualifies for services, a Language Proficiency Assessment Committee (LPAC) will be formed, which will consist of both district personnel and at least one parent representative. The student’s parent must consent to any services recommended by the LPAC for an English language learner. However, pending the receipt of parental consent or denial of services, an eligible student will receive the services to which the student is entitled and eligible.

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

Ongoing assessments will be conducted to determine a student’s continued eligibility for the program.

### **RELEASE OF STUDENTS FROM SCHOOL**

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

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

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

## **REPORT CARDS AND CONFERENCES**

Report cards with each student's grades or performance and absences in each class or subject are issued to parents at the end of each grading period.

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

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

[See **Working Together** for how to schedule a conference.]

## **SAFETY**

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

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

### **Drills: Fire, Tornado, and Other Emergencies**

From time to time, students, teachers, and other district employees will participate in drills of emergency procedures. When the alarm is sounded, students should follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

### **Emergency Medical Treatment and Information**

If a student has a medical emergency at school or a school-related activity when the parent cannot be reached, the school would need to have written parental consent to obtain emergency medical treatment, and information about allergies to medications, foods, insect bites, etc. Therefore, parents are asked each year to complete a Student Health and Emergency Information form. Parents should keep emergency care information up-to-date (name of doctor, emergency phone numbers, allergies, etc.). Please contact the school nurse to update any information that the nurse or the teacher needs to know.

## **Emergency School-Closing Information**

If weather conditions alter the regular school schedule, notification will be given by the following television stations:

KTBC	CHANNEL 7
KVUE	CHANNEL 24
KXAN	CHANNEL 36
KEYE	CHANNEL 42

In case of severe/dangerous weather that could put students in imminent danger, it is strongly recommended that parents listen to media broadcasts and authorities in the school for information on picking up students. School authorities will work with parents, but will keep the safety of all students in mind when making decisions for releasing students.

## **STANDARDIZED TESTING**

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

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Students are encouraged to talk with the school counselor early during their junior year to determine the appropriate exam to take; these exams are usually taken at the end of the junior year. The Preliminary SAT (PSAT) and ACT-Plan are the corresponding preparatory and readiness assessments for the SAT and ACT. Beginning in April 2014, the ACT-Plan has been replaced by the ACT-Aspire, and more information can be obtained on these assessments from the school counselor.

Note that participation in these assessments may qualify a student to receive a performance acknowledgment on his or her diploma and transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances.

### **STAAR (State of Texas Assessments of Academic Readiness)**

#### **Grades 3–8**

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

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

Successful performance on the reading and math assessments in grades 5 and 8 is required by law, unless the student is enrolled in a reading or math course intended for students above the student's current grade level, in order for the student to be promoted to the next grade level. See **Promotion and Retention** on page 48 for additional information.



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

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

### **End-of-Course (EOC) Assessments for Students in Grades 9–12**

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

- Algebra I
- English I and English II,
- Biology
- United States History

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

There are three testing windows during the year in which a student may take an EOC assessment, which will occur during the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have additional opportunities to retake the assessment.

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

A student's ARD committee will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan.

STAAR-L, which is a linguistically accommodated assessment, will be available for students who have been determined to be limited English proficient (LEP) and who require this type of testing accommodation.

Also see **Graduation** on page 34 for additional information.

### **TSI (Texas Success Initiative) Assessment**

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The purpose of the TSI assessment is to assess the reading, mathematics, and writing skills that entering freshmen-level students should have if they are to perform effectively in undergraduate certificate or degree programs in Texas public colleges and universities. This assessment may be required before a student enrolls in a dual-credit course offered through the district as well. Achieving certain benchmark scores on this assessment for college readiness may also waive certain end-of-course assessment requirements in limited circumstances.

## **SCHOOL FACILITIES**

### **School Hours**

*High School and Opportunity Center—9:00 a.m. to 4:15 p.m.*

*Middle School—8:05 a.m. to 3:35 p.m.*

*Elementary* - Classes begin at **7:40 a.m.** and school is dismissed at **2:45 p.m.** Students are not permitted to arrive at school before 7:20 a.m. Some of the school staff will be on duty to receive students at 7:20 a.m. All students are to report to the designated student areas if they arrive at school before the first bell. Parents whose children do not ride the bus must have their children at school by 7:40 a.m. and pick their children up by 2:45 p.m. After-school day care buses must also drop off and pick up students on time.

- Each school has designated bus parking areas for students boarding and departing buses. PLEASE DO NOT PARK OR PICK UP STUDENTS IN DESIGNATED BUS AREAS.
- If your child walks to school, he/she must leave the school grounds at the dismissal bell. Please do not ask to make exceptions to this rule.
- Bike riders need locks and chains to secure their bikes in the rack.

### **Use By Students Before and After School**

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

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

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

### **Arrival On Campus**

*Secondary* - Students are not allowed to leave campus at any time after arriving, whether or not they have entered the building, without permission from the office or unless supervised by a staff member. Any student leaving the campus without permission will be counted as skipping and subject to serious disciplinary action. This means students may not leave to go to the store, to a friend's house, or even back to their own home in the morning after the student has arrived at school.

For safety reasons, students who are eligible should ride the bus home after school rather than remaining on campus grounds.

### **Conduct Before and After School**

Teachers and administrators have full authority over student conduct at before- or after-school activities on district premises and at school-sponsored events off district premises, such as play rehearsals, club meetings, athletic practices, and special study groups or tutorials. Students are subject to the same rules of conduct that apply during the instructional

day and will be subject to consequences established by the *Student Code of Conduct* or any stricter standards of behavior established by the sponsor for extracurricular participants.

### **Use of Hallways During Class Time**

**Secondary** - Loitering or standing in the halls during class is not permitted. During class time, a student must have a hall pass to be outside the classroom for any purpose. Failure to obtain a pass will result in disciplinary action with the possibility of search, in accordance with the *Student Code of Conduct*.

### **Cafeteria Services**

The district participates in the National School Lunch Program and offers students nutritionally balanced lunches daily. Free and reduced-price lunches are available based on financial need. Information about a student's participation is confidential. See the Director of Food Services to apply.

The district follows the federal and state guidelines regarding foods of minimal nutritional value being served or sold on school premises during the school day. [For more information, see policy CO (LEGAL).]

### **Library**

The library is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. The librarian can assist students during regular hours of operation.

### **Meetings of Non-curriculum-Related Groups**

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

A list of these groups is available in the principal's office.

### **SEARCHES**

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

### **Students' Desks and Lockers**

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

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

Searches of desks or lockers may be conducted at any time there is reasonable cause to believe that they contain articles or materials prohibited by policy, whether or not a student is present.

The parent will be notified if any prohibited items are found in the student's desk or locker.

## **Vehicles on Campus**

Vehicles parked on school property are under the jurisdiction of the school. The school may search any vehicle any time there is reasonable cause to do so, with or without the presence of the student. A student has the full responsibility for the security of his/her vehicle and must make certain that it is locked and that the keys are not given to others. Students are required to purchase parking permits. Students must follow the law in regard to buckling up while in a vehicle on campus and may not use cell phones while driving in a school zone or on campus. Vehicle privileges may be revoked in accordance with administrative procedures. The school and the district are not responsible for damage to vehicles parked on school property.

## **Trained Dogs**

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

## **Metal Detectors**

[For further information, see policy FNF (LOCAL).]

## **Drug-Testing**

[For further information, see policy FNF (LOCAL).]

## ***SPECIAL PROGRAMS***

The district provides special programs for gifted and talented students, homeless students, bilingual students, migrant students, students with limited English proficiency, dyslexic students, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations.

## ***STEROIDS***

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

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

Students participating in UIL athletic competition may be subject to random steroid testing.

## ***TARDINESS***

*Elementary* - It is the responsibility of the parent/guardian to ensure that a student arrives at school on time each morning. Punctuality is an essential element of a good work ethic. Students are to report to their classroom at **7:40 a.m.** All students who arrive after 7:40

a.m. must check in at the office and will be counted as tardy. Students arriving after 9:30 a.m. are considered absent and not tardy. Students who are tardy due to doctor appointments are not counted as tardy if the student turns in a doctor's note upon arrival.

- Tardies disrupt both the classroom and the learning. When a child establishes a pattern of tardies (3 or more within a grading period or 6 or more cumulatively), the administrator will contact the parent and send an official letter discussing the problem.
- Penalties for tardiness may include removal of privileges such as recess, before or after school detention, in-school suspension or referral to county authorities.
- Tardies for each marking period will also be recorded on the report cards.

**NOTE:** For perfect attendance purposes, three tardies will cause a child to be ineligible for a perfect attendance award.

Repeated instances of tardiness will result in more severe disciplinary action, in accordance with the *Student Code of Conduct*.

## **TEXTBOOKS, ELECTRONIC TEXTBOOKS, AND TECHNOLOGICAL EQUIPMENT**

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

If a book is deemed unusable upon its return or if the identification barcode is unreadable or removed, the student will be charged the full price of the book.

## **TRANSFERS**

[See **Other Parental Rights and Options and Requirements for Providing Assistance to Students Who Have Learning Difficulties or Who Need or May Need Special Education** for other transfer options.]

## **TRANSPORTATION**

### **School-Sponsored Trips**

Students who participate in school sponsored trips are required to use transportation provided by the school to and from the event. A campus administrator may make an exception if the parent personally requests that the student be permitted to ride with the parent, or if the parent presents a written request that the student be permitted to ride with an adult designated by the parent.

## **Buses and Other School Vehicles**

The district makes school bus transportation available to all students living two or more miles from school. This service is provided at no cost to students. Bus routes and any subsequent changes are posted on the district website and at the school. Further information may be obtained by calling Durham School Services at (512) 594-0484.

### **BUS RULES**

#### **General Rules**

- Obey all instructions given by the bus driver.
- Students should only ride the bus they are assigned to ride. Students needing to ride a bus other than their own must have a signed, dated note from their parents/guardian and must contact Durham Transportation Services to make the request know to their office staff. In the event of an emergency, contact Durham at (512) 594-0484.
- All school rules apply while students are riding in the bus.

#### **Conduct On the School Bus**

- Seats are assigned by the driver.
- Students must remain seated at all times.
- Classroom conduct is required on the school bus.
- Students must keep all body parts and items inside the bus and out of the aisle at all times.
- Any type of vandalism is prohibited. Vandalism cost will be paid by the person who is responsible.
- Students must not throw objects inside or out of the bus.
- If emergency exits are opened without permission, the student will be removed from the bus.

#### **Prohibited Items**

- All tobacco products, including snuff and chewing tobacco and e-cigarettes.
- Glass containers.
- Weapons, including a knife of any kind or any item that exposes a blade, explosive devices, harmful drugs or chemicals.
- Cigarette lighters, matches or any other flammable items (including aerosols, fireworks or novelty toys).
- All alcoholic beverages.
- Any object (musical instrument, shop/science/history project, etc.) which is too large to be held safely in the student's lap.
- All food and drinks.

- Radios, tape/CD players or video games without head phones.
- Live animals or insects.
- Any other items prohibited at school, including laser pointers.

### **General Bus Procedures**

- Be at the bus stop at least five minutes before scheduled pickup time and remain a safe distance from the roadway.
- Wait until the bus comes to a complete stop before boarding.
- If any article drops or rolls under the bus, do not go after it. Ask the driver for help.
- **When crossing the road/highway, walk in front of the bus and wait for the driver to signal that it is safe to cross.**
- Look both ways before crossing the road, and walk directly across the road.
- Never cross the road behind the bus.

**Note: Parents are responsible for providing transportation to/from school if a child misses the bus. Parents should instruct their children on what procedures to follow if the bus is missed.**

### **Extracurricular Trip**

- All bus rider and school rules apply to all school sponsored trips.
- Discipline is the responsibility of the campus principal and the sponsor.
- Strict loading/unloading time schedules will be followed.

### **Discipline Consequences**

Durham and Pflugerville ISD feel that good conduct by all students is required in order to achieve the safest bus riding conditions possible. Whenever a driver must direct attention toward a student's misconduct, less than full attention is being given to the road and road conditions. Therefore, misconduct on the part of one student can place the entire bus in a serious and unsafe condition.

For behaviors considered minor offenses, the driver will first attempt to solve the problem. If the problem is not resolved, a bus referral will be sent to the campus administrator and may result in a written warning sent home by the campus administrator and/or other disciplinary action. A pattern of minor offenses may constitute a serious offense and will receive appropriate consequences. A conference between the campus administrator and the bus driver may determine if stricter disciplinary measures need to be taken.

Serious offenses will be determined at the campus level. Serious offenses may result in immediate suspension from the bus or may be cause for further consequences with other appropriate actions as determined by the campus administrator and the ***Student Code of Conduct***. The administration has the authority to suspend a student from the bus immediately and for a time deemed necessary (from several days to the remainder of the year) regardless of the number of times the student has been referred. Some examples of offenses which may

result in immediate removal are: fighting, possession of prohibited items, disrespect to the driver, abusive language or any other action that poses a threat of danger to self or others. In most cases, students will be allowed to ride the bus home the same day the offense occurs, unless the campus administrator determines the offense requires immediate removal.

All questions or grievances should be brought to the Durham administrator, not the bus driver.

## **VANDALISM**

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

## **VIDEO CAMERAS**

For safety purposes, video/audio equipment may be used to monitor student behavior on buses and in common areas on campus. Students will not be told when the equipment is being used.

The principal will review the video/audio recordings routinely and document student misconduct. Discipline will be in accordance with the *Student Code of Conduct*.

Upon request of a parent of a student who receives special education services, a staff member, or a board member, state law requires the district to place video and audio recording equipment in a classroom in which the student spends at least 50 percent of his or her instructional day, referred to in the law as a self-contained classroom. The majority of students in this type of classroom must also be students who receive special education services. Before the district places a video camera in a classroom or other setting in which your child receives special education services, the district will provide notice to you. Please speak directly with the principal for further information or to request the installation and operation of this equipment.

## **VISITORS TO THE SCHOOL**

### **General Visitors**

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the principal's office and must comply with all applicable district policies and procedures.

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

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



## ***WITHDRAWING FROM SCHOOL***

A student under 18 may be withdrawn from school only by a parent. The school requests notice from the parent at least three days in advance so that records and documents may be prepared. The parent may obtain a withdrawal form from the principal's office.

On the student's last day, the withdrawal form must be presented to each teacher for current grade averages and book and equipment clearance; to the librarian to ensure a clear library record; to the clinic for health records; to the school counselor for the last report card and course clearance; and finally, to the principal. A copy of the withdrawal form will be given to the student, and a copy will be placed in the student's permanent record.

A student who is 18 or older, who is married, or who has been declared by a court to be an emancipated minor may withdraw without parental signature.

## Glossary

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

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

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

**ARD** is the admission, review, and dismissal committee convened for each student who is identified as needing a full and individual evaluation for special education services. The eligible student and his or her parents are members of the committee.

**Attendance review committee** is responsible for reviewing a student's absences when the student's attendance drops below 90 percent, or in some cases 75 percent, of the days the class is offered. Under guidelines adopted by the board, the committee will determine whether there were extenuating circumstances for the absences and whether the student needs to complete certain conditions to master the course and regain credit or a final grade lost because of absences.

**DAEP** stands for disciplinary alternative education program, a placement for students who have violated certain provisions of the Student Code of Conduct.

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

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

**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.

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

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

**PGP** stands for Personal Graduation Plan , which is required for high school students and for any student in middle school who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after he or she begins grade 9.

**PSAT** is the preparatory and readiness assessment for the SAT.

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

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

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

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

**STAAR 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 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 STAAR EOC assessments 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 a classroom, campus, or district vehicle. It also sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP. It outlines conditions for out-of-school suspension and for expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student's violation of one of its provisions.

**TELPAS** stands for the Texas English Language Proficiency Assessment System, which assesses the progress that English language learners make in learning the English language,

and is administered for those who meet the participation requirements in kindergarten–grade 12.

**TSI assessment** is the Texas Success Initiative assessment designed to measure the reading, mathematics, and writing skills that entering college-level freshmen students should have if they are to be successful in undergraduate programs in Texas public colleges and universities.

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

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